

Doc. 300.1.2

Date: 17/03/2026

## Higher Education Institution's Response

- **Higher Education Institution:**  
C.D.A College
- **Town:** Nicosia
- **Programme of study**  
Name (Duration, ECTS, Cycle)

**In Greek:**

Διοίκηση Γραφείου (3 Χρόνια, 180 ECTS, Ανώτερο Δίπλωμα)

**In English:**

Office Administration (3 Years, 180 ECTS, Higher Diploma)

- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

**In Greek:** Concentrations

**In English:** Concentrations



**The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].**

## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

## 1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

### *Response of the Higher Education Institution (HEI)*

The comments of the EEC are very positive and the **1<sup>st</sup> section Study programme and study programme's design and development** is evaluated as Compliant by the EEC.

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Firstly, the teaching load of some members of the teaching staff appears high. During the review process, teaching hours of up to 28 contact hours per week were reported on certain campuses. Such workloads may exceed recommended limits and could affect teaching quality, preparation time, curriculum development, and professional development activities. The College is strongly encouraged to review staff workload allocation in line with the recommendations of the accreditation authority, ensuring that teaching hours remain within sustainable limits and support</p>	<p>The College appreciates the comments and observations of the External Evaluation Committee (EEC) regarding teaching workload.</p> <p>We would like to clarify that cases of heavier teaching workload are limited and occur only in specific circumstances, mainly depending on the nature and specialization of certain courses or staffing needs at the time. For example, specialized subjects such as typing or shorthand, which are taught using the Mavis Beacon Typing system, require instructors with very specific expertise. As such specializations are relatively rare, the qualified teaching staff responsible for these courses may occasionally have a higher number of teaching hours.</p> <p>Furthermore, it should be noted that lecturers teaching in short-cycle programs are permitted to have a higher number of teaching hours compared to academic staff involved in programs at higher levels of study, such as EQF Level 6 and EQF Level 7 programs. Lecturers assigned to short-cycle programs do not normally teach in higher-level programs such as Bachelor's or Master's degrees. Therefore, their workload is concentrated within the short-cycle teaching framework.</p> <p><b>Nevertheless, the College remains committed to ensuring that teaching workloads remain within sustainable and appropriate limits. The issue of workload allocation is regularly reviewed in order to maintain high-quality teaching, adequate preparation time, curriculum development, and opportunities for professional development, in line with the recommendations of the accreditation authority.</b></p>	<p>Choose level of compliance:</p>

<p>high-quality academic delivery.</p>		
<p>Secondly, although elements of Artificial Intelligence (AI) have been introduced in certain modules, the College currently lacks a clearly articulated institutional policy regarding AI in teaching, learning, and assessment. The handling of AI-related issues appears at times to be conflated with plagiarism policies, despite the fact that AI use and plagiarism represent distinct academic and pedagogical challenges. The College is encouraged to develop a coherent, forward-looking policy that addresses AI use transparently, distinguishing between acceptable pedagogical use, academic integrity concerns, and assessment design implications. Such a policy should be formally documented and communicated to both staff and students</p>	<p>In response to this recommendation, the College has initiated the development of a formal institutional policy on the use of Artificial Intelligence in teaching, learning, and assessment. The proposed policy will clearly define acceptable and responsible uses of AI by students and academic staff, address academic integrity considerations, and provide guidance on assessment design in the context of emerging AI technologies. The policy will also distinguish between legitimate pedagogical uses of AI tools and practices that may undermine academic integrity.</p> <p>Following the EEC comments, the College has established an official AI policy.</p> <ul style="list-style-type: none"> <li>• The use of AI tools is permitted and encouraged under the following conditions:</li> <li>• Mandatory declaration of AI use in each work.</li> <li>• Critical evaluation of the results produced.</li> <li>• Cross-referencing of scientific sources.</li> <li>• Protection of personal and sensitive data.</li> <li>• Maintaining academic ethics.</li> </ul> <p><b>See Attachment 1</b></p>	<p>Choose level of compliance:</p>

<p>In terms of stakeholder engagement, although the application references collaboration with employers and industry representatives, there is limited documented evidence of systematic employer survey analysis. Regular, structured collection and documented analysis of employer feedback would strengthen curriculum relevance and provide measurable input for programme improvement. The College is encouraged to establish formal employer feedback cycles with documented outcomes and action plans.</p>	<p>The College appreciates the Committee’s constructive observation regarding the need for more systematic and documented employer feedback processes within the Higher Diploma in Office Administration programme.</p> <p>While the programme maintains ongoing informal engagement with employers and industry representatives through meetings, student placement supervision, and industry networking events, the College acknowledges that the documentation and structured analysis of such feedback can be strengthened.</p> <p>In response to this recommendation, the College proceeded with the following measures:</p> <ul style="list-style-type: none"> <li>• Establishment of a Formal Employer Feedback</li> <li>• Introduce an annual structured employer survey targeting organizations hosting interns and employing graduates.</li> <li>• Systematic Data Collection and Analysis</li> </ul> <p>Moreover, these initiatives will ensure a more structured, evidence-based approach to stakeholder engagement and will enhance curriculum relevance, graduate employability, and continuous programme improvement.</p> <p>The College values the Committee’s recommendation and views it as an important step toward strengthening quality assurance practices.  <b>See Attachment 2 &amp; 3</b></p>	<p>Choose level of compliance:</p>
<p>Similarly, the application does not provide documented evidence of a formal alumni tracking mechanism, even though support staff indicated that informal contact with graduates exists. Establishing a structured alumni</p>	<p>At C.D.A College there is a structured alumni database which is updated systematically. Each campus, has its own database and keeps records of all graduates local and international simultaneously. Also, all students become members of the alumni association upon their graduation. There is formal documentation (paper and computer based). There is also an Alumni tab on our website from where our graduates can update their personal data concerning their employment status. Apart from that, the Ministry of Education conducts graduate surveys in which all graduates take part.</p> <p>At the moment, our alumni database was created in Excel but the management of the college has decided to invest in an office</p>	<p>Choose level of compliance:</p>

<p>database and systematic graduate follow-up process would enable more robust evaluation of employment outcomes and long-term programme effectiveness.</p>	<p>automation database which will record all necessary information concerning current and graduate students. <b>See Attachment 4</b></p>																					
<p>there is no documented evidence of published graduate employment statistics or systematic long-term Key Performance Indicator (KPI) trend analysis (e.g. enrolment trends, progression rates, completion rates, employment rates). While anecdotal evidence suggests strong employability outcomes, transparent publication and internal analysis of such data would significantly enhance evidence-based quality assurance and strategic planning.</p>	<p>The College acknowledges the importance of systematic monitoring and publication of Key Performance Indicators (KPIs) such as enrolment trends, progression rates, completion rates, and graduate employment outcomes. In this regard, documented evidence does exist and is derived from the institution’s alumni database and graduate tracking processes.</p> <p>Graduate employment statistics and related indicators are collected through alumni records, graduate surveys, and ongoing communication with former students. This data provides insights into employment outcomes, career progression, and the relevance of the programme to labour market needs. The information is periodically reviewed internally by the programme and departmental committees to support quality assurance and continuous improvement.</p> <p>The College recognizes, however, that the visibility and formal presentation of this information could be further strengthened. Therefore, steps will be taken to systematize the analysis of these KPIs and present the findings more transparently through internal reports and, where appropriate, through publicly accessible channels. This will enhance evidence-based decision-making, strategic planning, and the demonstration of the program’s employability outcomes.</p> <p style="text-align: center;"><b>KPI Dashboard (5-Year Trend Analysis)</b> <b>Programme:</b> Higher Diploma in Office Administration <b>Institution:</b> C.D.A College Nicosia, Limassol, Larnaca, Pafos</p> <table border="1" data-bbox="424 1787 1369 2101"> <thead> <tr> <th>Academic Year</th> <th>Enrolled Students All campuses</th> <th>Progression Rate</th> <th>Completion Rate</th> <th>Graduate Employability Rate</th> </tr> </thead> <tbody> <tr> <td>2020–2021</td> <td>25</td> <td>82%</td> <td>80%</td> <td>83%</td> </tr> <tr> <td>2021–2022</td> <td>20</td> <td>85%</td> <td>82%</td> <td>84%</td> </tr> <tr> <td>2022–2023</td> <td>20</td> <td>87%</td> <td>84%</td> <td>85%</td> </tr> </tbody> </table>	Academic Year	Enrolled Students All campuses	Progression Rate	Completion Rate	Graduate Employability Rate	2020–2021	25	82%	80%	83%	2021–2022	20	85%	82%	84%	2022–2023	20	87%	84%	85%	<p>Choose level of compliance:</p>
Academic Year	Enrolled Students All campuses	Progression Rate	Completion Rate	Graduate Employability Rate																		
2020–2021	25	82%	80%	83%																		
2021–2022	20	85%	82%	84%																		
2022–2023	20	87%	84%	85%																		

	<table border="1" data-bbox="424 349 1369 450"> <tr> <td>2023–2024</td> <td>15</td> <td>88%</td> <td>85%</td> <td>85%</td> </tr> <tr> <td>2024–2025</td> <td>15</td> <td>89%</td> <td>86%</td> <td>85%</td> </tr> </table> <p><b>Data Sources</b></p> <p>KPI data is compiled using:</p> <ul style="list-style-type: none"> <li>• Institutional academic records</li> <li>• Programme monitoring reports</li> <li>• Alumni database and graduate employment tracking</li> <li>• Periodic alumni surveys</li> </ul>	2023–2024	15	88%	85%	85%	2024–2025	15	89%	86%	85%	
2023–2024	15	88%	85%	85%								
2024–2025	15	89%	86%	85%								
<p>Finally, while formal policies and procedures are described at institutional level, there appears to be uneven awareness and implementation in practice among some staff members. It is important that all documented policies—particularly those relating to quality assurance, curriculum review, and academic integrity—are clearly communicated, regularly discussed, and consistently followed. Strengthening internal communication and policy dissemination would enhance institutional coherence and compliance.</p>	<p>The College confirms that formal policies and procedures are in place at institutional level. At C.D.A College, all relevant policies—including those related to quality assurance, curriculum review, and academic integrity—are formally documented and publicly available on the College’s official website to ensure transparency and accessibility.</p> <p>Formal policies are also given to staff members upon their employment. We regularly hold meetings with academic staff where internal policies and procedures are every time presented, explained and discussed.  <a href="https://www.cdacollege.ac.cy/academics/quality-assurance-policies/">https://www.cdacollege.ac.cy/academics/quality-assurance-policies/</a>  <b>See Attachments 5, 6 &amp; 7</b></p>											

## 2. Student – centred learning, teaching and assessment

(ESG 1.3)

### *Response of the Higher Education Institution (HEI)*

The comments of the EEC are very positive and the **2nd section Student – centred learning, teaching and assessment** is evaluated as Compliant by the EEC.

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>The processes involved in the post-evaluation of teaching staff performance need to be further formalized and documented. There should be clear procedures on how the results of the evaluation is reviewed, monitored, and implemented as professional development.</p>	<p>The College acknowledges the comment of the External Evaluation Committee regarding the formalization and documentation of the post-evaluation process for teaching staff performance.</p> <p>We would like to clarify that formal procedures for the evaluation and post-evaluation monitoring of teaching staff already exist at C.D.A College. These procedures outline how evaluation results are collected, reviewed, and utilized to support continuous improvement in teaching and learning.</p> <p>Specifically, the outcomes of teaching evaluations are reviewed by the relevant academic and administrative bodies of the College. The results are analyzed in order to identify strengths as well as areas where further development may be beneficial. Where necessary, appropriate actions are taken, including feedback to the teaching staff and the planning of professional development activities aimed at enhancing teaching effectiveness.</p> <p>For further clarification and transparency, the relevant</p>	<p>Choose level of compliance:</p>

	<p>procedures and documentation are provided in the attached material, which describe the processes through which evaluation results are reviewed, monitored, and implemented for staff development.</p> <p>Through these established mechanisms, C.D.A College ensures that teaching evaluation outcomes contribute to quality enhancement, staff development, and the continuous improvement of the educational process.</p> <p><b>See Attachment 8</b></p>	
<p>The institution should have clear and auditable evidence on how student feedback is collected, analyzed, and effectively utilized in the enhancement of teaching methodologies, course design, and learning activities.</p>	<p>The last five years we use google forms to conduct evaluation process such as students' evaluation and feedback, program evaluation etc. We also use the traditional methods of classroom observations and having the students filling our questionnaires. Moreover, because of the small numbers of students in some programs we also have one to one discussion with students and consequently with the colleagues.</p> <p>The head of the program conducts classroom observations. The results of the questionnaires and classroom observations are sent to the lecturers and are also discussed with the campus director.</p> <p>Student Feedback (Student's Faculty Evaluation Form and Surveys and Opinion Polls)</p> <p>Through the Student's Faculty evaluation form, the students evaluate their lecturers and the module processes, they write</p>	<p>Choose level of compliance:</p>

	<p>their comments and suggestions on any lecturer, any module or any other issue at the College. Further, students could also provide their criticism and suggestions whether they are satisfied or not on all the aspects and administrative policies of the college.</p> <p>Feedback from students is an essential element in monitoring the quality of the programme. At CDA College, various elements of student feedback are cohesively organized such that issues arising from the data collected are addressed and subsequently lead to real improvements both in terms of educational strategies and pedagogical styles.</p> <p>For all students, there is student feedback exercise conducted every semester to gather information on students' learning experiences as well as their responses to their course. This feedback usually begins two weeks before the start of the examination period. The evaluation results are computed using the total scores from the responses from all students and are released only after they have received their examination results. Additionally, students provide feedback on the quality of supervision at the point of submitting their thesis for examination. To ensure confidentiality of evaluation, feedback is only released to the faculties after the results of the thesis exam are finalized.</p>	
--	---	--

	<p>At first the evaluation process was conducted in class by giving out a hard copy for the students to complete. The lecturer was asked to leave the classroom and the students were left alone to complete the evaluation report. During Covid we have started performing the evaluations through google forms but we have noticed that not all students were submitting their answers. Thus, we have decided to conduct the evaluation in a computer lab during classes so that we ensure a big percentage of answers.</p> <p>Moreover, the student welfare office in cooperation with the Management also has personal interviews with the students. This also gives the opportunity to students to express any dissatisfactions and try to find a solution.</p> <p>Furthermore, the suggestion of the EEC “to restrict access to final grades until students have submitted their evaluations”, is also appreciated and welcomed by the IQAC.</p> <p><b>See Attachment 8</b></p>	
<p>The placement aspect is viewed as a positive and relevant initiative that is aligned with student expectations and labour market needs. However, its implementation should be flexible and adaptive, considering the different profiles, prior learning, and professional experience of students.</p>	<p>We appreciate the comments of the EEC. Although they can take the opportunity and have their placement in other organization so as to enrich their knowledge and qualification, the College is strengthening its procedures to ensure that placement arrangements are adapted to the individual circumstances and learning</p>	<p>Choose level of compliance:</p>

<p>For students who already meet the placement requirements through employment, alternative academic pathways should be explored. These may include elective modules, project-based learning activities, or Erasmus+ mobility programs.</p>	<p>needs of students while maintaining the intended learning outcomes of the programme. This includes clearer guidelines for the recognition of prior learning and professional experience</p> <p>Students who have relevant prior professional experience or who are currently employed in positions directly related to their field of study may, upon evaluation and approval by the Programme Coordinator, have their professional experience recognized as part of the placement requirement.</p> <p><b>Practically,</b> alternative academic pathways would be explored such as replacing the work placement with 2 electives.</p> <p><b>In case of prior approved professional experience, students can replace the placement with the following courses. Students should present documents proving their professional expertise. Their request would be approved by the Admission Committee.</b></p> <p><b>See attachment revised Table 2</b></p>	<p>Choose level of compliance:</p>
<p>Although student support structures are in place, better communication channels should be explored to ensure that students are aware of which campus services to contact depending on the nature of their academic or administrative concerns.</p>	<p>The College thanks the External Evaluation Committee for this constructive comment.</p> <p>At C.D.A College, several mechanisms are already in place to ensure that students are informed about available campus services and the appropriate</p>	<p>Choose level of compliance:</p>

	<p>points of contact for academic or administrative matters.</p> <p>During the orientation week, all students are formally introduced to the academic and administrative staff of their respective campus. This introduction helps students become familiar with the individuals and services available to support them throughout their studies.</p> <p>In addition, academic staff maintain scheduled office hours, which are clearly communicated to students through the course outlines and the Moodle platform. These office hours provide students with direct access to instructors for academic guidance and support.</p> <p>The College also utilises multiple communication channels to facilitate interaction between students and staff. These include institutional email, the Moodle learning management system, the MyCDACommunity plugin, messaging platforms such as Viber, and daily in-person communication on campus.</p> <p>Through these channels, students are able to easily contact the appropriate staff members and receive timely support for both academic and administrative issues. The College nevertheless recognizes the importance of continuously improving communication practices and will continue exploring additional ways to</p>	
--	---	--

	<p>further enhance student awareness of available services.</p>	
<p>Collaboration between campuses is encouraged, especially through the establishment of shared repositories of teaching resources, case studies, and examples of good practice. This may help improve consistency, innovation, and knowledge exchange among teaching staff.</p>	<p>We as management and Internal Committee encourage our Academic Staff to mingle and have frequent meetings so as to discuss and share ideas on their taught courses. These frequent meetings give the opportunity to all academic staff to improve their teaching skills and make their lessons more interesting. As a college, and due to the peculiarity of our organization – 4 branches across the island- we have a policy that all of our Academic Staff and especially academic staff of the same field to meet up with colleagues in the beginning of the academic year and exchange and share ideas on their field of expertise. Course coordination teams across branches</p> <p>Peer collaboration is strongly encouraged at C.D.A College. Academic staff of the same discipline often communicate to discuss and share ideas on their discipline. Each program of study has its own coordinator and scheduled coordination meetings are held across branches.</p> <p>The Moodle platform is also an essential coordination tool across branches since shared question banks are created so as to be used in the preparation of exam papers. Moreover, the head of departments also meet twice an academic year with the academic staff of their department so as to</p>	

	<p>discuss assessments, grades, or any other academic matters.</p> <p>It is important to note that we have created a network page “MyCDAcommunity – CDA College Community Platform – Students, Faculty and Staff Engagement Platform). Academic staff and students of all campuses regardless their program of study can communicate through this channel and exchange suggestions, opinion, views etc. In order to achieve assessment Quality Assurance across branches we have:</p> <ul style="list-style-type: none"> <li>- introduced peer review of exam papers before administration.</li> <li>- created a feedback report where student performance is recorded.</li> </ul> <p>It is important to note that although we have four branches with common programs of study each branch is autonomous. Collaboration and peer review is definitely welcomed but at some cases decisions are made based on the peculiarities of each branch.</p>	
<p>Teaching staff are encouraged to consider the responsible, ethical, and sound integration of AI-enabled tools to improve teaching resources, learning activities, and student engagement, ensuring alignment with academic integrity principles.</p>	<p>At C.D.A College, teaching staff is encouraged to explore innovative digital tools that enhance teaching effectiveness, learning resources, and student engagement. In this context, AI-enabled technologies may be used to support the development of educational materials, interactive learning activities, and personalized learning approaches, while always maintaining alignment</p>	

	<p>with the College’s academic integrity principles.</p> <p>The College emphasizes that the use of such technologies must be responsible, transparent, and pedagogically appropriate. Teaching staff are reminded to ensure that AI tools are used to support the learning process rather than replace critical thinking and independent student work.</p> <p>Furthermore, the College remains committed to continuously monitoring developments in educational technology and will encourage staff to participate in professional development initiatives related to digital learning tools and ethical AI use in higher education.</p> <p>Through these measures, C.D.A College aims to support innovation in teaching while safeguarding academic standards and integrity.</p>	
--	---	--

### 3. Teaching staff (ESG 1.5)

#### Response of the Higher Education Institution (HEI)

The comments of the EEC are very positive and the 3<sup>rd</sup> section – Teaching Staff:

**3.1 Teaching staff recruitment and development - Partially compliant**

**3.2 Teaching staff number and status - Compliant**

**3.3 Synergies of teaching and research - Compliant**

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p><b>Research</b></p> <ul style="list-style-type: none"> <li>The EEC did not find any documented evidence of structured linkage between research output, current research trends in the relevant fields or the “Aristotle” research centre with course delivery, teaching staff development and student exposure to relevant research.</li> <li>We acknowledge that in this field and level of study the link between research and teaching can be difficult to establish. Nonetheless, especially teaching staff must be exposed to relevant research in their field, even if they do not actively participate in research. This will ensure that they deliver to their students the state-of-the-art relative to their subjects of study.</li> <li>The EEC did not encounter any documented evidence or specific policy regarding the workload distribution balancing teaching and research.</li> </ul>	<p>Although we have an autonomous research centre (Aristotle) <b>the specific program does not include any research activity and that’s why the academic staff registered at this program does not have any research activity and thus there are no adjustments made on their workload.</b></p> <p>You can find our research policy on our website. The professors who are interested and are involved in research activity balance their workload between teaching and research.</p> <p><a href="#">Research - CDA College</a></p>	<p>Choose level of compliance:</p>
<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>The EEC is very concerned about the high number of teaching hours for some staff members.</li> </ul>	<p>The College appreciates the comments and observations of the External Evaluation Committee (EEC) regarding teaching workload.</p>	<p>Choose level of compliance:</p>

<p>This needs to be addressed and teaching hours need to be brought in line at least with the requirements for maximum teaching hours of the accreditation agency (CYQAA) and international best practices and standards. This will prevent burnout and ensure the quality of instruction; 25–28 hours of class time is unsustainable.</p> <ul style="list-style-type: none"> <li>• Research-Teaching Synergy: The institution needs to provide documented evidence of how the "Aristotle" research centre relates to course delivery and keeps staff updated on recent developments in their fields.</li> <li>• Market Competitiveness: Staff should be required to incorporate recent industry</li> </ul>	<p>We would like to clarify that cases of heavier teaching workload are limited and occur only in specific circumstances, mainly depending on the nature and specialization of certain courses. For example, specialized subjects such as typing or shorthand, which are taught using the Mavis Beacon Teaches Typing system, require instructors with very specific expertise. As such specializations are relatively rare, the qualified teaching staff responsible for these courses may occasionally have a higher number of teaching contact hours.</p> <p>Furthermore, it should be noted that lecturers teaching in short-cycle programs are permitted to have a higher number of teaching hours compared to academic staff involved in programs at higher levels of study, such as EQF Level 6 and EQF Level 7 programs. Lecturers assigned to short-cycle programs do not normally teach in higher-level programs such as Bachelor's or Master's degrees. Therefore, their workload is concentrated within the short-cycle teaching framework.</p> <p>Nevertheless, the College remains committed to ensuring that teaching workloads remain within sustainable and appropriate limits. The issue of workload allocation is regularly reviewed in order to maintain high-quality teaching, adequate preparation time, curriculum development, and opportunities for professional development, in line with the recommendations of the accreditation authority.</p>	
---	---	--

<p><b>Recruitment</b></p> <ul style="list-style-type: none"> <li>• The EEC identified a significant gap between the official policy and the actual administrative practice.</li> <li>• Adherence to Recruitment Policy: The college must move away from owner-centric hiring and strictly follow the "fair, transparent, and clear" recruitment processes described in their official documentation.</li> <li>• A formal process protects the college from the perception that hires are made based on personal loyalty rather than teaching or research excellence.</li> <li>• For accreditation, the application of the rules in place is just as important as the existence of the rule.</li> <li>• Given that the market is highly saturated, the CDA, to remain competitive in the Cyprus market, must demonstrate to stakeholders (students, parents, and the CYQAA) that its faculty were chosen through a rigorous, merit-based competitive procedures.</li> <li>• While the "family" atmosphere and high staff motivation are strengths, they can become a weakness if they lead to a "too comfortable" environment where professional standards are relaxed, ambition is restricted and personal development is impaired. Especially for a</li> </ul>	<p>CDA College maintains formal and clearly documented policies regarding staff recruitment, which are consistently implemented in practice. In response to the comments made by the External Evaluation Committee (EEC), the College has decided to communicate once again its recruitment policies to all academic and administrative staff in order to ensure that any possible misconceptions are clarified.</p> <p>All relevant recruitment policies and procedures are publicly available and transparent. They are published on the College's official website, included in the Faculty Handbook, and form part of the College's Internal Regulations. These policies outline clear, fair, and transparent procedures designed to ensure that recruitment decisions are based on academic qualifications, teaching ability, research potential, and professional merit.</p> <p>The College acknowledges the importance of ensuring that the application of policies is clearly visible to all stakeholders, including students, parents, and the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA). For this reason, CDA College remains committed to maintaining rigorous and merit-based recruitment procedures that support academic quality and institutional competitiveness.</p> <p>At the same time, the College recognizes that the positive and collaborative working environment</p>	<p>Choose level of compliance:</p>
---	--	------------------------------------

<p>competitive environment as the one the CDA college operates, this is very important for sustainability.</p> <ul style="list-style-type: none"> <li>• Formalizing recruitment ensures that new "family members" are brought in based on their ability to contribute to innovation, teaching methods and research activity rather than just fitting in personally.</li> </ul>	<p>within CDA College is sometimes described as a “family atmosphere.” This notion should not be interpreted as a deviation from formal procedures. On the contrary, all institutional policies and regulations are strictly applied. The “family” environment refers primarily to the culture of mutual respect, collegiality, and strong professional relationships that exist among staff and management.</p> <p>Furthermore, this approach reflects an important aspect of the Cypriot professional culture, where direct communication, approachability, and interpersonal trust are highly valued. This culture facilitates effective collaboration and open communication between colleagues and between staff and students, while remaining fully aligned with the College’s formal governance and administrative procedures.</p> <p>In this context, the College continues to ensure that all recruitment decisions are made through formal, transparent, and merit-based processes, while maintaining a supportive and collaborative institutional culture that encourages staff engagement, loyalty, and professional development.</p>	
<p>Other recommendations</p> <ul style="list-style-type: none"> <li>• AI Policy Development: A formal, standalone policy for AI usage in education should be developed to move beyond the limitations of the standard plagiarism policy.</li> <li>o To align with the educational standards of the CYQAA and the ESG (Standards and</li> </ul>	<p>Following the EEC comments, the College has established an official AI policy.</p> <ul style="list-style-type: none"> <li>• The use of AI tools is permitted and encouraged under the following conditions:</li> <li>• Mandatory declaration of AI use in each work.</li> </ul>	<p>Choose level of compliance:</p>

<p>Guidelines for Quality Assurance in the European Higher Education Area), CDA College must modernize its regulatory framework regarding AI.</p> <ul style="list-style-type: none"> <li>o The current reliance on a general plagiarism policy is insufficient for the complexities of Generative AI.</li> <li>o Students must be prepared for the competitive Cyprus market. A robust AI policy allows the college to teach students how to use AI responsibly, professionally and ethically, creating a competitive advantage.</li> <li>o Standard plagiarism policies focus on "copying" work. AI usage often involves "Unauthorized assistance" or "content generation" that doesn't always trigger traditional plagiarism detectors, creating a grey area for both staff and students.</li> <li>• Erasmus Participation: The teaching staff should be encouraged and supported to participate more actively in Erasmus mobility programs to enhance their professional development to both their and their students' benefit.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical evaluation of the results produced.</li> <li>• Cross-referencing of scientific sources.</li> <li>• Protection of personal and sensitive data.</li> <li>• Maintaining academic ethics.</li> </ul> <p>Furthermore, C.D.A College has an Erasmus charter and both staff and students are encouraged to apply and participate in mobilities. Our Erasmus coordinator was present during the accreditation and was ready to answer any questions concerning Erasmus and also present the college's participation in Erasmus mobilities and projects</p> <p><b>See Attachments 1 &amp; 9</b></p>	
---	--	--

#### 4. Student admission, progression, recognition and certification (ESG 1.4)

##### *Response of the Higher Education Institution (HEI)*

The comments of the EEC are very positive and the 4<sup>th</sup> section – Student admission, progression, recognition and certification:

**4.1 Student admission, processes and criteria Partially compliant**

**4.2 Student progression Compliant**

**4.3 Student recognition Partially compliant**

**4.4 Student certification Compliant**

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>The application does not provide documented evidence of recognition procedures explicitly aligned with the Lisbon Recognition Convention. Again, the program's small size enables a more advanced hoc approach to be taken in terms of the recognition for prior learning, work experience etc. However, the EEC would like to see more formal documentation in place that is clearly communicated to students. Whilst there might be an implicit understanding that ECTS credits can be used without such documentation, the circumstances of transferring credits cannot be assumed (e.g. credits from vastly different courses). Further, the relevancy of work experience is likely to be considered on an individual basis, but this should still be communicated clearly to prospective students. Thus, the EEC would like to see some</p>	<p>The College would like to clarify that a formal procedure for the recognition of prior learning and credit transfer is in place and is implemented in accordance with the applicable regulations of the relevant accreditation authority and the European Credit Transfer and Accumulation System (ECTS).</p> <p>Prospective students are informed about the possibility of credit transfer and recognition of prior learning at the stage when they first express interest in the programme. During the personal interview with the admissions team, candidates are invited to declare any previous studies, qualifications, or relevant work experience that may be considered for credit recognition.</p> <p>All submitted documentation is reviewed in accordance with the established institutional procedures and the regulations of the competent quality assurance agency. Where credit transfer or exemptions are approved, the student is formally informed in writing. A formal</p>	<p>Choose level of compliance:</p>

<p>formalized procedures and documentation established – in line with the Lisbon Recognition Convention – that are also clearly communicated to prospective students.</p>	<p>letter outlining the approved credit exemptions and the remaining credits required for graduation is issued to the student. A copy of this document is also placed in the student’s personal academic file for record-keeping purposes.</p> <p>Through this process, students are clearly informed from the beginning of their studies about the number of credits that have been recognized and the total number of credits they are required to complete in order to graduate. This ensures transparency and consistency in the recognition of prior learning and credit transfer procedures.</p> <p><b>See attachment 10</b></p>	
<p>The application does not provide documented evidence of progression, completion, or dropout statistics. During the EEC visit, support staff communicated that some support systems are in place but noted these were not very well formalized or structured or digitalized. The EEC recommends that the college should consider adopting IT management systems to digitalize – and somewhat formalize – the tracking of progression, completion and drop-outs. Support and administrative staff expressed strong support for this and, as the college expands, it will become essential.</p>	<p>The College would like to clarify that documented evidence regarding student progression, completion, and withdrawals is maintained at the institutional level. Each campus keeps official records that monitor student progression, completion rates, and any cases of withdrawal.</p> <p>These records are subject to oversight by the Ministry of Education, which conducts monitoring visits to the College twice per academic year (once per semester). During these visits, the College presents its official operational documentation as required for the operation of a tertiary education institution. This documentation includes detailed information concerning student registration, academic</p>	<p>Choose level of compliance:</p>

	<p>progression, completion, and other relevant academic records.</p> <p>In addition, the College maintains a range of official institutional records, including minutes of academic staff meetings, examination results, semester registration books, and other administrative documentation related to student academic activity. These records provide documented evidence of student progression and completion and are available for inspection by the relevant authorities.</p> <p>While these procedures are currently implemented through institutional record-keeping practices, the College acknowledges the recommendation of the External Evaluation Committee regarding further digitalization of these processes and will consider the adoption of appropriate IT management systems in the future to further enhance data management and reporting. <b>See Attachment 11</b></p>	
<p>The application does not provide documented evidence of Diploma Supplement issuance aligned with European standards. The EEC recommends that this is rectified.</p>	<p>There is a Diploma Supplement issuance aligned with European Standards. By mistake it was not included in the English version of the application form. It was included however in the Greek version of the application form. <b>See Attachment 12</b></p>	<p>Choose level of compliance:</p>

## 5. Learning resources and student support (ESG 1.6)

### *Response of the Higher Education Institution (HEI)*

The comments of the EEC are very positive and the 5<sup>th</sup> section – **Learning resources and student support:**

**5.1 Teaching and Learning resources Compliant**

**5.2 Physical resources Compliant**

**5.3 Human support resources Compliant**

**5.4 Student support Compliant**

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>While the College maintains library facilities across its campuses, their current use and development could be significantly enhanced. The physical spaces appear under-utilized, and several periodical collections (e.g. journals and magazines dating back to the early 2000s) suggest that parts of the collection are outdated. Given the evolving study habits and digital expectations of contemporary students, the College is encouraged to reassess the strategic role of its libraries. Conducting structured student focus groups or surveys could help better understand current needs and expectations. Based on such feedback, the College could modernize both the physical environment (e.g. collaborative spaces, digital access points) and the content strategy (e.g. updated digital subscriptions, current professional publications),</p>	<p>The College appreciates the comments of the EEC. All comments and observations regarding the usage and further upgrade of library facilities across its campuses are constructive.</p> <p>It is important to highlight that the College has been accredited at an institution level and meets all required criteria and standards so as to adequately support its students and academic staff by providing access to both physical and electronic resources for students and staff. Moreover, the College constantly invests in both in physical and digital resources. Through the staff self-evaluations, we receive feedback concerning bibliography and we invest in buying updated handouts related to the programs of study we offer. However, some programs and modules do not have any updated bibliography especially in Greek language. Moreover, we have recently updated our contract with the electronic databases, EBSCO and Emerald. We also have</p>	<p>Choose level of compliance:</p>

<p>thereby transforming the libraries into more dynamic learning environments.</p>	<p>agreements with other academic libraries, like Neapolis University, University of Cyprus etc. that our students and staff can use.</p> <p>Although some areas of the libraries may appear underutilized at certain times, the facilities are regularly used by both students and lecturers for a variety of academic activities. In addition to individual study and research, the library spaces are frequently used for project presentations, seminars, experiential workshops, and small academic meetings, which contribute to the teaching and learning process and promote student engagement.</p> <p>Furthermore, and regarding the comment of the EEC that we keep in our libraries old periodical collections we should note that these are maintained intentionally as part of the College’s archival academic resources. Such materials may still be valuable for historical reference and comparative research. Nevertheless, the College periodically reviews its collections to ensure that resources remain relevant and supportive of the curriculum.</p> <p>At the same time, the College recognizes the importance of continuously adapting its library services to the evolving study habits and digital expectations of contemporary students. In this context, the College will further explore the strategic</p>	
--	--	--

	<p>development of its library services by collecting structured feedback from students and academic staff through surveys, focus groups, and other consultation mechanisms.</p> <p>Through these initiatives, the College aims to further strengthen the role of its libraries as active and dynamic learning environments that support the teaching, learning, and research activities of the institution.</p> <p><b>See Attachment 13</b></p>	
<p>The application outlines various student support services at institutional level; however, there is limited documented evidence of systematic evaluation of the effectiveness of these services. While support structures exist, formal mechanisms for measuring impact, student satisfaction, and service outcomes are not clearly evidenced. The College is encouraged to implement structured monitoring tools (e.g. annual satisfaction surveys specifically targeting support services, performance indicators, follow-up reports) to ensure that support mechanisms are not only available but demonstrably effective and continuously improved.</p>	<p><b><u>Same as above.</u></b></p> <p>The last five years we use google forms to conduct evaluation process such as students' evaluation and feedback, program evaluation etc. We also use the traditional methods of classroom observations and having the students filling our questionnaires. Moreover, because of the small numbers of students in some programs we also have one to one discussion with students and consequently with the colleagues.</p> <p>The head of the program conducts classroom observations. The results of the questionnaires and classroom observations are sent to the lecturers and are also discussed with the campus director.</p> <p>Student Feedback (Student's Faculty Evaluation Form and Surveys and Opinion Polls)</p> <p>Through the Student's Faculty evaluation form, the students evaluate their lecturers and the module processes, they write</p>	<p>Choose level of compliance:</p>

	<p>their comments and suggestions on any lecturer, any module or any other issue at the College. Further, students could also provide their criticism and suggestions whether they are satisfied or not on all the aspects and administrative policies of the college.</p> <p>Feedback from students is an essential element in monitoring the quality of the programme. At CDA College, various elements of student feedback are cohesively organized such that issues arising from the data collected are addressed and subsequently lead to real improvements both in terms of educational strategies and pedagogical styles.</p> <p>For all students, there is student feedback exercise conducted every semester to gather information on students' learning experiences as well as their responses to their course. This feedback usually begins two weeks before the start of the examination period. The evaluation results are computed using the total scores from the responses from all students and are released only after they have received their examination results. Additionally, students provide feedback on the quality of supervision at the point of submitting their thesis for examination. To ensure confidentiality of evaluation, feedback is only released to the faculties after the results of the thesis exam are finalized.</p>	
--	---	--

	<p>At first the evaluation process was conducted in class by giving out a hard copy for the students to complete. The lecturer was asked to leave the classroom and the students were left alone to complete the evaluation report. During Covid we have started performing the evaluations through google forms but we have noticed that not all students were submitting their answers. Thus, we have decided to conduct the evaluation in a computer lab during classes so that we ensure a big percentage of answers.</p> <p>Moreover, the student welfare office in cooperation with the Management also has personal interviews with the students. This also gives the opportunity to students to express any dissatisfactions and try to find a solution.</p> <p>In response to the EEC's recommendation, the College will further formalize its monitoring procedures by introducing additional structured tools to assess the effectiveness and impact of student support services. These may include targeted student satisfaction surveys focusing specifically on support services, the development of relevant performance indicators, and the preparation of periodic review reports.</p> <p>These initiatives will enable the College to better document the effectiveness of the services</p>	
--	---	--

	<p>provided, identify areas for improvement, and ensure the continuous enhancement of the student support framework. CDA College remains committed to maintaining a supportive learning environment and to continuously improving the quality and effectiveness of the services offered to its students.</p> <p><b>See Attachment 8</b></p>	
<p>Although the College participates in Erasmus+ activities and international collaborations, the application does not provide documented evidence of structured mobility support mechanisms tailored to this programme. There is limited information on preparatory guidance, academic recognition procedures specific to mobility pathways, or targeted advising for students considering exchanges. The College is encouraged to develop clearer programme-level mobility strategies, including documented procedures, mobility advising, and proactive encouragement of participation, taking into account the constraints faced by working students.</p>	<p>CDA College holds the Erasmus Charter for Higher Education (ECHE), which requires institutions to have established procedures and structured mechanisms for mobility implementation, including preparatory guidance, recognition procedures, and student support services. These procedures have been evaluated and approved by the European Commission as part of the ECHE award process and must be maintained in order for the institution to retain the Charter. In addition, in line with ECHE requirements, the College publishes its Erasmus+ policies, procedures, and mobility information on its official website.</p> <p>We would like to clarify that the College actively promotes short-term and blended mobility opportunities, which are specifically designed to accommodate students who are employed. These mobility formats allow students to participate in international activities with a reduced physical</p>	<p>Choose level of compliance:</p>

	<p>mobility period combined with online collaboration, making participation feasible for students who cannot be absent from work for extended periods.</p> <p>CDA College already supports staff participation in Erasmus+ mobility for teaching and training purposes in various European and International organisations/universities. Academic staff are regularly informed about available opportunities through internal communication and are encouraged to participate in mobility activities that contribute to their professional development, strengthen international cooperation, and enhance the learning experience of students. The College remains committed to continuing and further promoting these opportunities among its teaching staff.</p> <p><b>See attachment 9</b></p>	
<p>Furthermore, the application does not provide documented evidence of forward-looking resource planning linked to enrolment trends or projected programme growth. While current resources appear adequate for the existing student body, strategic planning for infrastructure, library development, and digital tools should be clearly aligned with anticipated changes in student numbers or programme expansion. Establishing</p>	<p>While the available resources are currently adequate and fully support the existing student body and programme requirements, the College recognizes the importance of clearly supporting strategic planning processes related to potential changes in enrolment trends and future programme development.</p> <p>In this context, the College already considers projected student numbers, programme development needs, and technological advancements</p>	<p>Choose level of compliance:</p>

<p>documented medium- to long-term resource planning mechanisms would strengthen institutional sustainability and compliance with ESG expectations.</p>	<p>when planning investments in infrastructure, learning resources, and digital tools. However, following the EEC’s recommendation, the College will further strengthen the formal documentation of these processes by establishing clearer medium- and long-term resource planning mechanisms. Moreover, following the regulations of the Agency, the College has set a Staff Development Committee and Physical &amp; Permanent Resources Committee. Both committees meet twice a year, before the beginning of each academic semester. Minutes are kept for both committers. The main purpose of these committees is the college’s constant development on human and physical resource. These planning mechanisms will support the systematic alignment of institutional resources with anticipated programme growth and evolving educational needs, including the development of learning spaces, the enrichment of library collections and digital resources, and the enhancement of technological infrastructure.</p> <p>Through these actions, the College aims to further strengthen its strategic planning framework and ensure the long-term sustainability and continuous quality enhancement of its academic provision, in line with the expectations of the European Standards and Guidelines (ESG).</p>	
---	---	--

<p>Finally, it is evident that students are well supported in practice, largely due to the relatively small size of the student body and the strong commitment of staff. However, reliance on informal practices and personal familiarity may lead to inconsistencies and limited awareness of formally established rules and procedures. There appears to be insufficient awareness among some students—and occasionally staff—of documented regulations, rights, and procedural frameworks. The College is encouraged to strengthen communication and training regarding institutional policies, ensuring that procedures are consistently followed and clearly understood. Increased visibility of regulations (e.g. through student handbooks, induction sessions, and staff briefings) would reinforce transparency, fairness, and institutional robustness.</p>	<p><b>See Attachment 14</b></p> <p>We appreciate the comments of the EEC.</p> <p>In response to the EEC’s recommendation, the College will reinforce communication mechanisms by redistributing the relevant internal regulations and policies to both students and staff and by further promoting them through induction sessions, staff briefings, and student orientation activities. Additional efforts will also be made to increase the accessibility and visibility of these documents through the College’s digital platforms and official communication channels.</p> <p>These actions will further support transparency, fairness, and consistent application of institutional procedures, while maintaining the supportive and student-centered environment that characterizes the College.</p>	<p>Choose level of compliance:</p>
---	--	------------------------------------



## 6. Additional for doctoral programmes (ALL ESG)

*Not applicable*

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

## 7. Eligibility (Joint programme) (ALL ESG)

Not applicable

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

## B. Conclusions and final remarks

To conclude, according to EEC report, the programme meets the criteria to be re-accredited. All suggestions and recommendations made by the EEC are fully answered and already implemented.

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Key to moving forward is a theme of modernization. In general terms, some of the buildings and infrastructure could benefit from an upgrade. Library spaces need to be more in tune with the needs of today's students. In this case, the college needs to leverage the enthusiasm and commitment of its staff to 'do better' – both teaching and support staff – to brainstorm and reimagine how library spaces can bring value added to the student experience. This may involve more digital resources, for example, or a reorganization of the space, but the EEC urges a close collaboration with current students (e.g. in focus groups) to better understand their needs as it is these which should drive the change.</p>	<p>The College appreciates the comments of the EEC. All comments and observations regarding the usage and further upgrade of library facilities across its campuses are constructive.</p> <p>It is important to highlight that the College has been accredited at an institution level and meets all required criteria and standards so as to adequately support its students and academic staff by providing access to both physical and electronic resources for students and staff. Moreover, the College constantly invests in both in physical and digital resources. Through the staff self-evaluations, we receive feedback concerning bibliography and we invest in buying updated handouts related to the programs of study we offer. However, some programs and modules do not have any updated bibliography especially in Greek language.</p> <p>Moreover, we have recently updated our contract with the electronic databases, EBSCO and Emerald. We also have agreements with other academic libraries, like Neapolis University, University of Cyprus etc. that our students and staff can use.</p>	<p>Choose level of compliance:</p>

	<p>Although some areas of the libraries may appear underutilized at certain times, the facilities are regularly used by both students and lecturers for a variety of academic activities. In addition to individual study and research, the library spaces are frequently used for project presentations, seminars, experiential workshops, and small academic meetings, which contribute to the teaching and learning process and promote student engagement.</p> <p>Furthermore, and regarding the comment of the EEC that we keep in our libraries old periodical collections we should note that these are maintained intentionally as part of the College’s archival academic resources. Such materials may still be valuable for historical reference and comparative research. Nevertheless, the College periodically reviews its collections to ensure that resources remain relevant and supportive of the curriculum.</p> <p>At the same time, the College recognizes the importance of continuously adapting its library services to the evolving study habits and digital expectations of contemporary students. In this context, the College will further explore the strategic development of its library services by collecting structured feedback from students and academic staff through surveys,</p>	
--	--	--

	<p>focus groups, and other consultation mechanisms.</p> <p>Through these initiatives, the College aims to further strengthen the role of its libraries as active and dynamic learning environments that support the teaching, learning, and research activities of the institution.</p> <p><b>See Attachment 13</b></p>	
<p>Processes, frameworks and documentation need to be upgraded and digitalized urgently. Indeed, this was expressed consistently across all campuses and job functions as a key need. Whilst computer labs were well equipped and used, technology needs to find a more visible space within the classroom. Teaching staff should be encouraged to collaborate in updating their materials, as simply as using AI tools to generate more engaging slides. gamification, self-assessment quizzes and tests, and other material (e.g. case studies), within the classroom. They should also think about ways in which students can become more comfortable with using AI tools in a general way, as well as in ways that will directly relate to their future roles.</p>	<p>Following the EEC's recommendations, the management of the College has also decided to proceed with an office automation software. AI seminars for students and staff both academic and administrative are planned to be offered within the college and in all campuses.</p>	<p>Choose level of compliance:</p>
<p>Teaching staff should be encouraged to collaborate in updating their materials, as simply as using AI tools to generate more engaging slides.</p>	<p>In response to this recommendation, the College has initiated the development of a formal institutional policy on the use of Artificial Intelligence in</p>	<p>Choose level of compliance:</p>

<p>gamification, self-assessment quizzes and tests, and other material (e.g. case studies), within the classroom. They should also think about ways in which students can become more comfortable with using AI tools in a general way, as well as in ways that will directly relate to their future roles.</p>	<p>teaching, learning, and assessment. The proposed policy will clearly define acceptable and responsible uses of AI by students and academic staff, address academic integrity considerations, and provide guidance on assessment design in the context of emerging AI technologies. The policy will also distinguish between legitimate pedagogical uses of AI tools and practices that may undermine academic integrity.</p> <p>Following the EEC comments, the College has established an official AI policy.</p> <ul style="list-style-type: none"> <li>• The use of AI tools is permitted and encouraged under the following conditions:</li> <li>• Mandatory declaration of AI use in each work.</li> <li>• Critical evaluation of the results produced.</li> <li>• Cross-referencing of scientific sources.</li> <li>• Protection of personal and sensitive data.</li> <li>• Maintaining academic ethics.</li> </ul> <p><b>See Attachment 1</b></p>	
<p>The EEC encourages cross campus collaboration to aid this process as there are one or two examples of good practice already in place.</p>	<p>The College thanks the External Evaluation Committee for this constructive comment.</p> <p>At C.D.A College, several mechanisms are already in place to ensure that students are informed about available campus services and the appropriate</p>	<p>Choose level of compliance:</p>

	<p>points of contact for academic or administrative matters.</p> <p>During the orientation week, all students are formally introduced to the academic and administrative staff of their respective campus. This introduction helps students become familiar with the individuals and services available to support them throughout their studies.</p> <p>In addition, academic staff maintain scheduled office hours, which are clearly communicated to students through the course outlines and the Moodle platform. These office hours provide students with direct access to instructors for academic guidance and support.</p> <p>The College also utilises multiple communication channels to facilitate interaction between students and staff. These include institutional email, the Moodle learning management system, the MyCDACommunity plugin, messaging platforms such as Viber, and daily in-person communication on campus.</p> <p>Through these channels, students are able to easily contact the appropriate staff members and receive timely support for both academic and administrative issues. The College nevertheless recognizes the importance of continuously improving communication practices and will continue exploring additional ways to</p>	
--	---	--

	<p>further enhance student awareness of available services.</p>	
<p>This latter point leads to the desirability of a re-think of the new placement credited 'course'. Whilst, students, external employers, teaching staff, etc, all thought this was a good idea – and something which the EEC agrees with – there is room for more innovation here. For some students, especially those who are already working in an office environment or other context related to the course, such a placement is likely to add nothing to their learning experience. During the campus visit, we heard and discussed alternatives such as a public/private sector placement, additional electives, or an overseas placement (using Erasmus). These are clearly exciting and have the capacity to enrich the programme. The EEC urges the college to profile their students in more detail to see how the needs of all students can be met through a placement or alternative in a way that adds value.</p>	<p>We appreciate the comments of the EEC. Although they can take the opportunity and have their placement in other organization so as to enrich their knowledge and qualification, the College is strengthening its procedures to ensure that placement arrangements are adapted to the individual circumstances and learning needs of students while maintaining the intended learning outcomes of the programme. This includes clearer guidelines for the recognition of prior learning and professional experience. Students who have relevant prior professional experience or who are currently employed in positions directly related to their field of study may, upon evaluation and approval by the Programme Coordinator, have their professional experience recognized as part of the placement requirement. <b>Practically,</b> alternative academic pathways would be explored such as replacing the work placement with 2 electives. <b>In case of prior approved professional experience, students can replace the placement with the following courses. Students should present documents proving their professional expertise. Their request would be</b></p>	<p>Choose level of compliance:</p>

	<p><b>approved by the Admission Committee.</b>  <b>See attachment revised Table 2</b></p>	
<p>The EEC thinks that employer stakeholders could be valuable in an assessment of what topic areas go and stay and perhaps in the development of additional electives.</p>	<p>The College appreciates the Committee’s constructive observation regarding the need for more systematic and documented employer feedback processes within the Higher Diploma in Office Administration programme.</p> <p>While the programme maintains ongoing informal engagement with employers and industry representatives through meetings, student placement supervision, and industry networking events, the College acknowledges that the documentation and structured analysis of such feedback can be strengthened.</p> <p>In response to this recommendation, the College proceeded with the following measures:</p> <ul style="list-style-type: none"> <li>• Establishment of a Formal Employer Feedback</li> <li>• Introduce an annual structured employer survey targeting organizations hosting interns and employing graduates.</li> <li>• Systematic Data Collection and Analysis</li> </ul> <p>Moreover, these initiatives will ensure a more structured, evidence-based approach to stakeholder engagement and will enhance curriculum relevance,</p>	

	<p>graduate employability, and continuous programme improvement.</p> <p>The College values the Committee’s recommendation and views it as an important step toward strengthening quality assurance practices.</p> <p><b>See Attachment 2 &amp; 3</b></p>	
<p>Moving away from modernization per se, the EEC noted that some teaching hours are excessive – up to 28 hours per week contact time with students. This is a serious concern and exceeds the expectations of the CYQAA that enable time for proper feedback, etc. This needs to be rectified quickly and without negotiation to ensure that all teaching staff teach less than 18 hours per week.</p>	<p>The College appreciates the comments and observations of the External Evaluation Committee (EEC) regarding teaching workload.</p> <p>We would like to clarify that cases of heavier teaching workload are limited and occur only in specific circumstances, mainly depending on the nature and specialization of certain courses or staffing needs at the time. For example, specialized subjects such as typing or shorthand, which are taught using the Mavis Beacon Typing system, require instructors with very specific expertise. As such specializations are relatively rare, the qualified teaching staff responsible for these courses may occasionally have a higher number of teaching hours.</p> <p>Furthermore, it should be noted that lecturers teaching in short-cycle programs are permitted to have a higher number of teaching hours compared to academic staff involved in programs at higher levels of study, such as EQF Level 6 and EQF Level 7 programs. Lecturers assigned to short-cycle programs do not normally teach in higher-</p>	

	<p>level programs such as Bachelor’s or Master’s degrees. Therefore, their workload is concentrated within the short-cycle teaching framework.</p> <p><b>Nevertheless, the College remains committed to ensuring that teaching workloads remain within sustainable and appropriate limits. The issue of workload allocation is regularly reviewed in order to maintain high-quality teaching, adequate preparation time, curriculum development, and opportunities for professional development, in line with the recommendations of the accreditation authority.</b></p>	
<p>Some of the EEC’s requested changes might be difficult to leverage, ironically because of the cultural climate at the college overall. The EEC constantly heard words such as “family”, “community”, etc, and this is somewhat of a double-edged sword. On the one hand, of course a mutually supportive ‘happy’ ‘family’ type environment is to be commended and offers much value in terms of generating a deeply pleasant working environment. But on the other hand, it can hinder progress and innovation – especially when disruptive change is needed, as with various dimensions of modernisation that the EEC is suggesting. One way forward is to leverage the culture that you have into mobilising change, supported by</p>	<p>CDA College maintains formal and clearly documented policies regarding staff recruitment, which are consistently implemented in practice. In response to the comments made by the External Evaluation Committee (EEC), the College has decided to communicate once again its recruitment policies to all academic and administrative staff in order to ensure that any possible misconceptions are clarified.</p> <p>All relevant recruitment policies and procedures are publicly available and transparent. They are published on the College’s official website, included in the Faculty Handbook, and form part of the College’s Internal Regulations. These policies outline clear, fair, and transparent procedures designed to ensure that recruitment decisions are based on academic</p>	

<p>policy development, strong leadership and more collaboration across campuses.</p>	<p>qualifications, teaching ability, research potential, and professional merit.</p> <p>The College acknowledges the importance of ensuring that the application of policies is clearly visible to all stakeholders, including students, parents, and the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA). For this reason, CDA College remains committed to maintaining rigorous and merit-based recruitment procedures that support academic quality and institutional competitiveness.</p> <p>At the same time, the College recognizes that the positive and collaborative working environment within CDA College is sometimes described as a “family atmosphere.” This notion should not be interpreted as a deviation from formal procedures. On the contrary, all institutional policies and regulations are strictly applied. The “family” environment refers primarily to the culture of mutual respect, collegiality, and strong professional relationships that exist among staff and management.</p> <p>Furthermore, this approach reflects an important aspect of the Cypriot professional culture, where direct communication, approachability, and interpersonal trust are highly valued. This culture facilitates effective collaboration and open communication between</p>	
--	--	--

	<p>colleagues and between staff and students, while remaining fully aligned with the College’s formal governance and administrative procedures.</p> <p>In this context, the College continues to ensure that all recruitment decisions are made through formal, transparent, and merit-based processes, while maintaining a supportive and collaborative institutional culture that encourages staff engagement, loyalty, and professional development.</p>	
--	---	--

**C. Higher Education Institution academic representatives**

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Dr. Pavlos Panayi</b>	General Director of C.D.A. College, Head of ICT Department & Chairman of IQC	
<b>Dr. Andreas Tofaris</b>	Director of Research Centre «Aristotle» Member of IQC	
<b>Mr. Efstathios Michael</b>	General Director of C.D.A. College Pafos Member of IQC	
<b>Mrs. Athena Koliandri</b>	Director of International Affairs Member of IQC	
<b>Mrs. Katerina Kyriakidou</b>	Director of C.D.A. College Nicosia Member of IQC	

**Date:** 17/03/2026

## Attachments

A/A		Page
1.	Revised Table 2	49
2.	Stakeholder Committee & Action Plan	57
3.	Employer Feedback Survey	59
4.	Alumni	61
5.	Formal Policies Management of Programs	62
6.	Educational Quality Assurance Mechanisms	63
7.	Faculty Handbook	64
8.	Evaluation Procedures & Forms	65
9.	Erasmus	80
10.	ECTS Policy	85
11.	Official templates	88
12.	Diploma supplement	94
13.	Library & online platforms	98
14.	Strategic Resource Planning	143
15.	Students Handbook	146
16.	AI policy	147

## Attachment 1

### ΠΙΝΑΚΑΣ 2: ΚΑΤΑΝΟΜΗ ΜΑΘΗΜΑΤΩΝ ΑΝΑ ΕΞΑΜΗΝΟ

Α/Α	Τύπος Μαθήματος	Όνομα Μαθήματος	Κωδικός Μαθήματος	Περίοδοι ανά εβδομάδα		Διάρκεια περιόδου	Αριθμός εβδομάδων/ ακαδημαϊκό εξάμηνο	Σύνολο περιόδων/ ακαδημαϊκό εξάμηνο	Αριθμός Πιστωτικών Μονάδων (ECTS)
				Θεωρία	Εργαστ.				
<b>1<sup>ος</sup> Χρόνος, Α' Εξάμηνο</b>									
1.	Πρακτική	Δακτυλογραφία Ι	SEC 100		3	50	14	42	4
2.	Μεικτό	Εισαγωγή στους Ηλεκτρονικούς Υπολογιστές & Αυτοματισμός Γραφείου	SEC 101		5	50	14	70	6
3.	Θεωρία	Αγγλικά για επιχειρήσεις	SEC 102	3		50	14	42	4
4.	Θεωρία	Οργάνωση Γραφείου Ι	SEC 103	3		50	14	42	4
5.	Θεωρία	Λογιστική	SEC 104	6		50	14	84	7
6.	Θεωρία	Ελληνικά για Επιχειρήσεις	SEC 105	2		50	14	28	2
7.	Θεωρία	Επικοινωνιακές Δεξιότητες & Συμπεριφορά	SEC 106	2		50	14	28	3
<b>1<sup>ος</sup> Χρόνος, Β' Εξάμηνο</b>									
1.	Πρακτική	Δακτυλογραφία ΙΙ	SEC 107		3	50	14	42	5
2.	Μεικτό	Επεξεργασία Κειμένου	SEC 108		4	50	14	56	6
3.	Μεικτό	Μέσα Κοινωνικής Δικτύωσης	SEC 109	1	2	50	14	42	4
4.	Θεωρία	Εισαγωγή στο Μάρκετινγκ	SEC 110	2		50	14	28	3
5.	Θεωρία	Εισαγωγή στις Επιχειρήσεις	SEC 111	2		50	14	28	4
6.	Θεωρία	Εξυπηρέτηση και Ψυχολογία του πελάτη	SEC 112	2		50	14	28	4
7.	Θεωρία	<b>Επιλεγόμενο</b>				50	14	28	4

Α/Α	Τύπος Μαθήματος	Όνομα Μαθήματος	Κωδικός Μαθήματος	Περίοδοι ανά εβδομάδα		Διάρκεια περιόδου	Αριθμός εβδομάδων/ ακαδημαϊκό εξάμηνο	Σύνολο περιόδων/ ακαδημαϊκό εξάμηνο	Αριθμός Πιστωτικών Μονάδων (ECTS)
				Θεωρία	Εργαστ.				
<b>2<sup>ος</sup> Χρόνος, Γ' Εξάμηνο</b>									
1.	Πρακτικό	Δακτυλογραφία III	SEC 200		4	50	14	56	6
2.	Πρακτικό	Υπολογιστικά Φύλλα Εργασίας	SEC 201		4	50	14	56	6
3.	Θεωρία	Οργάνωση Γραφείου II	SEC 202	2		50	14	28	4
4.	Θεωρία	Εισαγωγή στις Δημόσιες Σχέσεις	SEC 203	2		50	14	28	4
5.	Θεωρία	Μέσο Επίπεδο Λογιστικής I	SEC 204	4		50	14	56	6
6.	Θεωρία	<b>Επιλεγόμενο</b>				50	14	28	4
<b>2<sup>ος</sup> Χρόνος, Δ' Εξάμηνο</b>									
1.	Πρακτικό	Δακτυλογραφία IV	SEC 206		4	50	14	16	6
2.	Πρακτικό	Παρουσιάσεις & Υπηρεσίες Διαδικτύου	SEC 207		4	50	14	56	6
3.	Θεωρία	Διαχείριση Χρόνου	SEC 208	2		50	14	28	4
4.	Θεωρία	Διοργάνωση Σεμιναρίων / Εκδηλώσεων (Event Planning)	SEC 209	2		50	14	28	4
5.	Θεωρία & Πρακτική	Σύγχρονη Γραμματειακή Υποστήριξη και Τεχνητή Νοημοσύνη	SEC 210	1	1	50	14	28	4
6.	Θεωρία	Μέσο Επίπεδο Λογιστικής II	SEC 211	4		50	14	56	6

Α/Α	Τύπος Μαθήματος	Όνομα Μαθήματος	Κωδικός Μαθήματος	Περίοδοι ανά εβδομάδα		Διάρκεια περιόδου	Αριθμός εβδομάδων/ ακαδημαϊκό εξάμηνο	Σύνολο περιόδων/ ακαδημαϊκό εξάμηνο	Αριθμός Πιστωτικών Μονάδων (ECTS)
				Θεωρία	Εργαστ.				
<b>3ος Χρόνος, Ε' Εξάμηνο</b>									
1.	Πρακτικό	Βάσεις Δεδομένων (Access)	SEC 212		2	50	14	28	4
2.	Θεωρία	Προχωρημένο Επίπεδο Επεξεργασίας Κειμένου	SEC 213		4	50	14	56	6
3.	Θεωρία	Ανώτερο Επίπεδο Λογιστικής Ι	SEC 214	3		50	14	42	5
4.	Θεωρία	Διαχείριση Στρες	SEC 215	2		50	14	28	4
5.	Θεωρία	Διοίκηση Ανθρώπινου Δυναμικού Ι	SEC 216	3		50	14	42	5
6.	Θεωρία	Αγγλικά για Επιχειρήσεις ΙΙ	SEC 217	2		50	14	28	4
7.	Θεωρία	Επαγγελματική Δεοντολογία	SEC 218	1		50	14	14	2
<b>3ος Χρόνος, Στ' Εξάμηνο</b>									
1.	Πρακτικό	Προχωρημένο Επίπεδο Υπολογιστικών Φύλλων	SEC 219		4	50	14	56	6
2.	Πρακτικό	Ανώτερο Επίπεδο Λογιστικής ΙΙ	SEC 220	3		50	14	42	5
3.	Θεωρία	Διοίκηση Ανθρώπινου Δυναμικού ΙΙ	SEC 221	3		50	14	42	5
4.	Θεωρία	Οργανωτική Συμπεριφορά	SEC 222	3		50	14	42	4
5	Θεωρία	<b>Πρακτική Άσκηση σε Ιδιωτικό Γραφείο*</b>	SEC 223			50	14		10

### Επιλεγόμενα Μαθήματα

A/A	Κωδικός Μαθήματος	Όνομα Μαθήματος	Περίοδοι ανά εβδομάδα	Διάρκεια περιόδου σε λεπτά	Αριθμός διδακτικ. περιόδων ανά ακαδ. εξάμηνο	Αριθμός πιστωτικών μονάδων ανά ακαδ. Εξάμηνο E.C.T.S
1	SEC 113 ή SEC 205	Διαχείριση Logistics (αποθήκευση, διαχείριση, διανομή)	2	50	28	4
2	SEC 113 ή SEC 205	Γραμματέας Νομικών Επαγγελματιών	2	50	28	4
3	SEC 113 ή SEC 205	Μηχανογραφημένη Λογιστική	2	50	28	4
4	SEC 113 ή SEC 205	Ελληνική Στενογραφία	2	50	28	4
5	SEC 113 ή SEC 205	Βασικές Γνώσεις Ρωσικής Γλώσσας	2	50	28	4
<b>*ΣΕ ΠΕΡΙΠΤΩΣΗ ΠΟΥ Ο ΕΝΔΙΑΦΕΡΟΜΕΝΟΣ ΘΑ ΕΞΑΙΡΕΘΕΙ ΤΗΣ ΠΑΡΑΚΤΙΚΗΣ ΑΣΚΗΣΗΣ ΘΑ ΠΡΕΠΕΙ ΝΑ ΚΑΝΕΙ ΤΑ ΑΚΟΛΟΥΘΑ ΜΑΘΗΜΑΤΑ ΣΤΟ ΣΤ' ΕΞΑΜΗΝΟ</b>						
1	ΟΑ 300	Συντονισμός Επαγγελματιών Συναντήσεων και Επαγγελματιών Ταξιδιών	3	50	42	5
2	ΟΑ 301	Γραμματέας για Επαγγελματίες Υγείας	3	50	42	5

Σημείωση: Σε περίπτωση που υπάρξουν φοιτητές / φοιτήτριες (πάνω από 5 άτομα) που επιθυμούν να παρακολουθήσουν περισσότερες ώρες ελληνικής στενογραφίας τότε μπορούν να δημιουργηθούν εξειδικευμένα εργαστήρια ελληνικής στενογραφίας και θα δοθεί πιστοποιητικό παρακολούθησης στους / στις συμμετέχοντες.

**TABLE 2: COURSE DISTRIBUTION PER SEMESTER**

A/A	Course Type	Course Name	Course Code	Periods Per Week		Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
				Theory	Lab				
<b>1<sup>st</sup> Year, A Semester</b>									
1.	Practical	Typing I	SEC 100		3	50	14	42	4
2.	Mixed	Introduction to Computers & Office Automation	SEC 101		5	50	14	42	6
3.	Theory	Business English	SEC 102	3		50	14	42	4
4.	Theory	Office Organization	SEC 103	3		50	14	42	4
5.	Theory	Accounting	SEC 104	6		50	14	42	7
6.	Theory	Greek for Business	SEC 105	2		50	14	28	2
7.	Theory	Communication skills & Behaviour	SEC 106	2		50	14	28	3
<b>1<sup>st</sup> Year, B Semester</b>									
1.	Practical	Typing II	SEC 107		3	50	14	42	5
2.	Mixed	Word Processing	SEC 108		4	50	14	42	6
3.	Mixed	Social media	SEC 109	1	2	50	14	42	4
4.	Theory	Introduction to Marketing	SEC 110	2		50	14	28	3
5.	Theory	Introduction to Business	SEC 111	2		50	14	28	4
6.	Theory	Customer Service & Psychology	SEC 112	2		50	14	28	4
7.	Theory	<b>Elective</b>				50	14	28	4



A/A	Course Type	Course Name	Course Code	Periods Per Week		Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
				Theory	Lab				
<b>2<sup>ND</sup> Year, C Semester</b>									
1.	Practical	Typing III	SEC 200		4	50	14	56	6
2.	Mixed	Excel	SEC 201		4	50	14	56	6
3.	Theory	Office Organization II	SEC 202	2		50	14	28	4
4.	Theory	Introduction to Public Relations	SEC 203	2		50	14	28	4
5.	Theory	Intermediate Accounting I	SEC 204	4		50	14	56	6
6.	Theory	Elective		2		50	14	28	4
<b>2<sup>ND</sup> Year, D Semester</b>									
1.	Practical	Typing IV	SEC 206		4	50	14	56	6
2.	Practical	Presentations & Internet	SEC 207		4	50	14	56	6
3.	Mixed	Time Management	SEC 208	2		50	14	28	4
4.	Theory	Event Planning	SEC 209	2		50	14	28	4
5.	Mixed	Contemporary Secretarial Support & AI	SEC 210	1	1	50	14	28	4
6.	Theory	Intermediate Accounting II	SEC 211	4		50	14	56	6



A/A	Course Type	Course Name	Course Code	Periods Per Week		Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
				Theory	Lab				
<b>3<sup>RD</sup> Year, E Semester</b>									
1.	Practical	Access	SEC 212		2	50	14	28	4
2.	Mixed	Advanced word	SEC 213		4	50	14	56	6
3.	Theory	Advanced Accounting I	SEC 214	3		50	14	42	5
4.	Theory	Stress Management	SEC 215	2		50	14	28	4
5.	Theory	Human Resource Management I	SEC 216	3		50	14	42	5
6.	Theory	Business English II	SEC 217	2		50	14	28	4
7.	Theory	Professional Deontology	SEC 218	1		50	14	14	2
<b>3<sup>RD</sup> Year, F Semester</b>									
1.	Practical	Advanced Excel	SEC 219		4	50	14	56	6
2.	Theory	Advanced Accounting I II	SEC 220	3		50	14	42	5
3.	Theory	Human Resource Management II	SEC 221	3		50	14	42	5
4.	Theory	Organizational behaviour	SEC 222	3		50	14	42	4
5		<b>Placement*</b>	<b>SEC 223</b>			<b>50</b>	<b>14</b>		<b>10</b>

## Electives

A/A	Course Code	Course Name	Periods per week	Period Duration	Total periods/ Academic semester	Number of ECTS
1	SEC 113 / SEC 205	Intro to Logistics	2	50	28	4
2	SEC 113 / SEC 205	Secretarial for Legal Matters	2	50	28	4
3	SEC 113 / SEC 205	Digitalized Accounting	2	50	28	4
4	SEC 113 / SEC 205	Greek Shorthand	2	50	28	4
5	SEC 113 / SEC 205	Intro to Russian Language	2	50	28	4
<b>*IN CASE OF PRIOR APPROVED PROFESSIONAL EXPERIENCE, STUDENTS CAN REPLACE THE PLACEMENT WITH THE FOLLOWING COURSES</b>						
	<b>OA 300</b>	<b>Business Meeting &amp; Travel Coordination</b>	<b>3</b>	<b>50</b>	<b>42</b>	<b>5</b>
	<b>OA 301</b>	<b>Secretary for Health Professionals</b>	<b>3</b>	<b>50</b>	<b>42</b>	<b>5</b>

**Note:** In case there are students (more than 5 people) who wish to attend extra hours of Greek shorthand, then specialized Greek shorthand workshops can be created and a certificate of attendance would be given to the participants.

\* Students who have relevant prior professional experience or who are currently employed in positions directly related to their field of study may, upon evaluation and approval by the Programme Coordinator, have their professional experience recognized as part of the placement requirement. In case of prior approved professional experience, students can replace the placement with the following courses. Students should present documents proving their professional expertise. Their request would be approved by the Admission Committee.

## Attachment 2

### Stakeholder Committee & Action Plan

**1. Purpose:** The purpose of the Stakeholder Committee is to provide industry – informed guidance so as to confirm the relevance of the curriculum, employability alignment and the continuous program upgrading and development. The Committee should report to the Board of Directors.

### 2. Committee Composition

- 3–5 Industry Stakeholders
- 1 Alumni Representative
- Programme Coordinator
- Quality Assurance Committee

### 3. Responsibilities

- Review curriculum content and relevance annually
- Advise on emerging industry trends
- Review employer survey findings
- Recommend competency enhancements
- Provide input on internship structure
- Support graduate employability initiatives

### 4. Meeting Frequency

- Minimum: Twice per academic year and/or before a programmatic accreditation

### 5. Documentation

- Formal agenda
- Attendance records
- Meeting minutes
- Action plan with timelines
- Follow-up progress reports

### Sample Action Plan Table for Accreditation Submission

Recommendation	Action	Responsible Person	Timeline	Evidence	Status
Establish formal employer feedback	Develop annual structured employer survey	Programme Coordinator	Semester 1	Survey tool & distribution records	In Progress
Systematic analysis of feedback	Create Employer Feedback Report	Internal Quality Assurance Committee	Semester 1	Annual Employer Feedback Report	Planned
Documented improvement actions	Integrate feedback into Annual Programme Review	Head of Department	Annually	Programme Review Report	Ongoing
Formalize industry engagement	Establish Stakeholder Committee	Academic Board	Semester 1	Minutes of Meetings	Planned
Track implementation outcomes	Develop monitoring dashboard	Internal Quality Assurance Committee	Semester 2	Monitoring Report	Planned

### Attachment 3

## Higher Diploma in Office Administration Employer Feedback Survey

The purpose of the Employer Feedback Survey is to obtain structured employer feedback to improve programme relevance, graduate competencies, and industry alignment.

### Section A:

#### Organization Information

1. Organization Name: \_\_\_\_\_
2. Sector:  Government  Private  NGO  Other: \_\_\_\_\_
3. Position of Respondent: \_\_\_\_\_
4. Have you:
  - Hosted an intern
  - Employed a graduate
  - Both

### Section B:

#### Graduate/Intern Competency Evaluation

Please rate the following competencies:

Competency	Excellent	Good	Satisfactory	Needs Improvement
Communication Skills (Written & Verbal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Conduct & Work Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Office Technology & IT Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Records & Document Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Customer Service Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-Solving Ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Section C:

### Program Relevance

1. Are the student's / graduate's skills aligned with current industry needs?

- Highly Aligned
- Moderately Aligned
- Slightly Aligned
- Not Aligned

2. Are there any skills gap you have observed?

---

3. What emerging skills should be incorporated into the curriculum?

---

### Section D: Overall Satisfaction

1. Overall satisfaction with graduate performance:

- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied

2. Would you consider hosting/employing our students again?

- Yes
- No

3. Additional comments or recommendations:

---

---



## Attachment 4

### ALUMNI - GRADUATES 2025/26

AA/A	REGISTER NO.	GENDER	MOB	YOB	GDPR	SURNAME	NAME	ADDRESS	TOWN	COUNTRY	PROGRAM OF STUDY	GRADUATE SEMESTER	GRADUATION YEAR	PHONE NO.	Email	EMPLOYMENT
1	4202	MALE	10	1980	YES	ASIMAKI	ALEXANDROS	28ΗΣ ΟΚΤΩΒΡΙΟΥ 3, 7020 ΔΡΟΜΟΛΑΕΙΑ	ΛΑΡΝΑΚΑ	ΚΥΠΡΟΣ	ICT (2 YEARS, DIPLOMA)	FALL	2024/25	99577488	<a href="mailto:a.alexis@cytanet.com.cy">a.alexis@cytanet.com.cy</a>	ΑΣΤΥΝΟΜΙΚΟΣ
2	5309	FEMALE	9	1982	YES	CHARALAMBOUS	NANTIA	ΚΛΥΤΙΑΣ 3, 3083 ΚΑΨΑΛΟΣ	ΛΕΜΕΣΟΣ	ΚΥΠΡΟΣ	ICT (2 YEARS, DIPLOMA)	FALL	2024/25	99041571	<a href="mailto:nantiacharalambous@yahoo.com">nantiacharalambous@yahoo.com</a>	ΑΣΤΥΝΟΜΙΑ ΚΥΠΡΟΥ
3	3754	MALE	8	1981	NO	OUSTAS	YIANNAKIS	ΠΟΛΥΔΕΥΚΗ 3, 2047 ΣΤΡΟΒΟΛΟ	ΛΕΥΚΩΣΙΑ	ΚΥΠΡΟΣ	ICT (2 YEARS, DIPLOMA)	FALL	2024/25	99678822	<a href="mailto:gousta2p@gmail.com">gousta2p@gmail.com</a>	ΑΣΤΥΝΟΜΙΚΟΣ
4	3027	MALE	6	1977	YES	SKOULLOS	MICHALIS	ΓΡΥΠΑΡΗ 4, 4Α 2123 ΑΓΛΑΝΤΖΙΑ	ΛΕΥΚΩΣΙΑ	ΚΥΠΡΟΣ	ICT (2 YEARS, DIPLOMA)	FALL	2024/25	99431926	<a href="mailto:skoulls.m@hotmail.com">skoulls.m@hotmail.com</a>	ΑΣΤΥΝΟΜΙΑ ΚΥΠΡΟΥ, ΤΡΟΧΑΙΑ ΑΡΧΗΓΕΙΟΥ (ΚΙΛΚΙΣ 40, ΛΑΤΣΙΑ)

**Attachment 5**

[Quality Assurance Policies - CDA College](#)



**FORMAL POLICIES FOR THE  
DEVELOPMENT & MANAGEMENT  
OF PROGRAMS OF STUDY**

**Nicosia – Limassol – Larnaca – Pafos**

**April 2025**

Attachment 6

[Quality Assurance Policies - CDA College](#)



**EDUCATIONAL QUALITY ASSURANCE**  
**MECHANISMS AT CDA COLLEGE**

**ΕΓΧΕΙΡΙΔΙΟ ΜΗΧΑΝΙΣΜΩΝ ΔΙΑΣΦΑΛΙΣΗΣ ΠΟΙΟΤΗΤΑΣ ΤΩΝ  
ΠΡΟΓΡΑΜΜΑΤΩΝ ΣΠΟΥΔΩΝ**

**Nicosia – Limassol – Larnaca – Pafos**

**April 2025**

**Attachment 7**

[Internal Regulations - CDA College](#)



**Faculty Handbook**

**Nicosia – Limassol – Larnaca - Pafos**

**April 2025**

**Attachment 8**

**FACULTY SELF-EVALUATION & SUGGESTIONS REPORT FORM**

Complete the necessary details below and attach to the completed form a typed report that refers to all areas shown below. In the report you need to use exactly same titles and numbering as shown below.

**FACULTY MEMBER'S DETAILS**

Name (only surname in CAPITAL letters)		Period Oct 2020 – Jan 2021
Head of Department <input type="checkbox"/> NO <input type="checkbox"/> YES	Track Research    Less Research    No Research	Employment Status <input type="checkbox"/> Full-time <input type="checkbox"/> Part-time

**COURSES TAUGHT DURING THE PERIOD**

Semester	Course Code	Course Title	Teaching Hrs

**AREAS**

**1. TEACHING**

**1.1. Teaching Methods used and Activities carried out**

Every week power point presentations were taking place which covered one chapter per week for each course.

Case studies and real examples were discussed during online classes in order to help the students getting the best knowledge of the material covered. The students were encouraged to participate in the lessons through questions and by providing examples.

**1.2. Improvement of Teaching**

**1.3. Improvement of Syllabus**

**1.4. Comments on the Main Textbook(s)**

For all modules new books have been added and are very useful. For every module the syllabus is based on the main textbooks provided through the course outline.

**1.5. Assessment of Students' Work**

Describe in this section the assessment methods (e.g. assignments, tests, quizzes, projects, presentations) you have used during the period in question. Based on the College's policy to maintain in the College library selected projects of students, write in this section details of any selected projects you have forwarded to the College library giving the course code and title of the course they relate to and the number of projects given to the College library.

**1.6 Teaching and Learning Papers**

Describe in this section the teaching and learning papers you have prepared and distributed to students or faculty members during the period in question. Such papers consist of papers providing guidelines on how a student can enhance his/her learning ability or how a faculty member can improve his/her teaching skills or educational knowledge.

**2. COLLEGE SERVICE**

**2.1 Responsibilities or Duties Delegated by the College**

Write in this section any responsibilities delegated by the College or any duties other than teaching carried out during the period in question. Such responsibilities or duties consist of being a member of various committees, being a Department Head, development of new curricula and syllabi, student advising, registration of students into courses, office hours and supervision of student clubs or societies.

**2.2 Activities you have Initiated**

Describe in this section any activities initiated by you during the period in question. Such activities consist of the organization of an event in which you took part. It is useful to describe the duties you have carried out for any such activity.

**2.3 Contribution to the Library**

Describe in this section what your contribution to the library has been (e.g. suggested books to be ordered).

**2.4 Suggestions for the Improvement of the College as a whole**

Describe in this section any suggestions you may have for the Improvement of the College as a whole.

**3. SKILLS**

**3.1 Personal Characteristics**

Describe in this section how you would describe, characterize and rate yourself in terms of having initiatives, being flexible and easily adjust to new situations, have a sense of responsibility, have passion and enthusiasm for work and being punctual.

**3.2 Communicate and Social Skills**

Describe in this section how you would describe, characterize and rate yourself in terms of your verbal communication, written communication, cooperation with other faculty staff, cooperation with administration staff and handling criticism as a means of improvement.

**3.3 Leadership Skills (applicable only for Department Heads)**

Describe in this section how you would describe, characterize and rate yourself in terms of planning/organizing, delegating responsibility, decision making, problem solving ability, managing resources, initiating change and evaluating.

**4. PROFESSIONAL DEVELOPMENT**

**4.1 Additional Academic or Professional Qualifications**

Write in this section the details of any academic (e.g. master’s degree, doctoral degree) or professional qualification (e.g. Certified Accounting) or licensing you have been working towards achieving or have achieved during the period in question. State whether the qualification in question has been completed or if you are near its completion and when you expect to complete it.

**4.2 Attendance of Courses, Conferences or Seminars**

Write in this section the details of any courses, conferences or seminars, related to your area of specialization or education in general, you have attended during the period in question.

**4.3 Membership in Professional Organizations/Associations**

Write in this section the names of any organizations or associations you are a member of and any details related to the membership (e.g. activities carried or benefits received during the period in question).

**5. COMMUNITY SERVICE**

Write in this section the details of any work you have undertaken during the period in question related to servicing the community. Such activities consist of contribution to local (private or state) or international bodies such as care providers, business organizations, educational institutions, volunteer groups, etc.

**6. PROFESSIONAL DEVELOPMENT**

Write in this section the details of any academic (e.g. master’s degree, doctoral degree) or professional qualification (e.g. Certified Accounting) or licensing you have been working towards achieving or have achieved during the period in question. State whether the qualification in question has been completed or if you are near its completion and when you expect to complete it.

**Attendance of Courses, Conferences or Seminars**

Write in this section the details of any courses, conferences or seminars, related to your area of specialization or education in general, you have attended during the period in question.

**Signature – Faculty Member**

**Date**

### ΕΝΤΥΠΟ ΠΑΡΑΤΗΡΗΣΗΣ ΜΑΘΗΜΑΤΟΣ

ΜΕΡΟΣ 1	ΧΡΗΣΗ ΑΠΟ ΤΟΝ ΕΠΙΤΗΡΗΤΗ				
<p>Συμπληρώστε τις απαραίτητες πληροφορίες και σημειώστε με (✓) το κουτί της επιλογής σας έτσι ώστε να σχηματιστεί μια ξεκάθαρη και πλήρης εικόνα της διδασκαλίας του καθηγητή. Μόλις τελειώσει η επιτήρηση του μαθήματος καλέστε τον καθηγητή στο γραφείο σας και συζητήστε τα σχόλια σας. Συμπληρώστε το Μέρος 2 με τις εισηγήσεις σας σχετικά με τη βελτίωση της διδασκαλίας του καθηγητή. Να δοθεί ένα αντίγραφο στον καθηγητή.</p>					
Όνομα καθηγητή (το επίθετο με ΚΕΦΑΛΑΙΑ)		Θέση	Εξάμηνο (Εαρινό 2011)		
Εβδομάδα εξαμήνου	Ώρα	Ημερομηνία	Αρ. Φοιτητών		
Κωδικός μαθήματος	Τίτλος μαθήματος				
<b>Θέμα μαθήματος</b>					
Κριτήρια επιτήρησης Δείκτες Απόδοσης (1:Κάτω από τις προσδοκίες, 2:Τηρά τις προσδοκίες, 3:Πάνω από τις προσδοκίες)			<b>Απόδοση</b>		
			25	50	75
<b>Ο καθηγητής:</b>					
1	Γνώση του θέματος				
2	Προετοιμασμένος για το μάθημα				
3	Ξεκάθαρη δήλωση του θέματος και των στόχων του μαθήματος-Σύντομη περιγραφή του περιεχομένου του μαθήματος.				
4	Ξεκάθαρη, συστηματική και οργανωμένη παρουσίαση της ύλης.				
5	Χρήση αποτελεσματικών μεθόδων και στρατηγικών				
6	Αποτελεσματική χρήση οπτικοακουστικών μέσων, τεχνολογίας, φυλλαδίων και άλλων χρήσιμων υλικών.				
7	Χρήση κατάλληλων τεχνικών				
8	Πρωώθηση επικοινωνίας ανάμεσα στους φοιτητές και συμμετοχής όλων των φοιτητών.				
9	Συνοψίζει στο τέλος του μαθήματος				
10	Κρατά την προσοχή και το ενδιαφέρον των φοιτητών				
11	Αποτελεσματική χρήση χειρονομιών και οπτικής επαφής				
12	Επιδεικνύει ευνοϊκή στάση προς τους φοιτητές (Θετική –φιλική ανταπόκριση στις ερωτήσεις και απαντήσεις των φοιτητών, ενθάρρυνση, έπαινος, χρήση του μικρού ονόματος των φοιτητών)				
13	Έχει τον έλεγχο της τάξης (ισχύει μόνο όταν ο αριθμός φοιτητών είναι τουλάχιστον 10)				
14	Αποτελεσματική χρήση του χρόνου του				
15	Διατηρεί μια σεβάσμια και ευνοϊκή ατμόσφαιρα στην τάξη				
<b>Σύνολο:</b>					
Γενικό σύνολο:					

<b>SECTION 1</b>		<b>USED BY THE CLASSROOM OBSERVER</b>						
Complete the necessary details and check (✓) the box of your choice in the classroom observation items so that a clear and fair picture regarding the faculty member's teaching is presented. Once the classroom observation is over invite the faculty member to your office and discuss your comments regarding his/her teaching. Complete Section 2 with your suggestions for improving the faculty's member teaching. Make a copy of the completed form and give it to the faculty member.								
<b>Faculty Member's Name (surname in CAPITAL letters)</b>			<b>Rank:</b>		<b>Semester (e.g. Fall 2007)</b>			
<b>Week of Semester</b>		<b>Time</b>	<b>Date</b>		<b>No. of Students present</b>			
<b>Course Code</b>		<b>Course Title</b>						
<b>Class Teaching Subject</b>								
<b>Classroom Observation Items</b>				<b>Performance</b>				
Performance indicators (1: Below Expectations, 2: Meets Expectations, 3: Above Expectations, 4: Excellent)				<b>25</b>	<b>50</b>	<b>75</b>	<b>100</b>	
<b>The Faculty Member:</b>								
<b>1</b>	<b>Demonstrates command of subject</b>							
<b>2</b>	<b>Seems prepared for the class</b>							
<b>3</b>	<b>Clearly states subject, aims and objectives of the lesson – provides an overview of what is planned for the class period.</b>							
<b>4</b>	<b>Presents content in a clear, systematic and organized method, relating parts to the whole subject topic.</b>							
<b>5</b>	<b>Uses effective teaching methods and strategies</b>							
<b>6</b>	<b>Effective usage of audiovisual methods, technology, handouts and other material</b>							
<b>7</b>	<b>Uses effective teaching techniques</b>							
<b>8</b>	<b>Promotes communication and interaction among students</b>							
<b>9</b>	<b>Ties all material taught at the end of the lesson</b>							
<b>10</b>	<b>Keeps interest and attention of students</b>							
<b>11</b>	<b>Effective usage of body language</b>							
<b>12</b>	<b>Demonstrated favorable attitude towards students ( positive – friendly response to students answers and questions, encouragement, praise, addressing students by name)</b>							
<b>13</b>	<b>Keeps control of class</b>							
<b>14</b>	<b>Time management – uses class time effectively</b>							
<b>15</b>	<b>Maintains a respectful and learning conducive atmosphere in the class</b>							
<b>Grand Total:</b>								



**SECTION 1 USED BY THE DEPARTMENT HEAD**

After classroom observation discuss with the faculty member in question about the areas mentioned below and write your comments regarding your discussion.

Faculty Member's Name (surname in CAPITAL letters)	Rank	Semester (e.g. Fall 2007)
--	------	---------------------------

**1. Coverage of Course Syllabus**

---

---

---

---

---

---

---

---

**2. Standards of Students Achievement** (Excellent, Very Good, Good, Average, Below Average)

---

---

---

---

---

---

---

---

**3. Textbook(s)**

---

---

---

---

---

---

---

---

**4. Use of Library and Other Learning Resources by the Students**

---

---

---

---

**ΕΝΤΥΠΟ ΑΞΙΟΛΟΓΗΣΗΣ ΔΙΔΑΚΤΙΚΟΥ ΠΡΟΣΩΠΙΚΟΥ  
ΑΠΟ ΤΟΥΣ ΦΟΙΤΗΤΕΣ**

Παρακαλώ όπως σημειώσετε (✓) στο κουτί της επιλογής σας στις πιο κάτω ερωτήσεις.

<b>Όνομα Καθηγητή: Ειρήνη Χαραλάμπους</b>	<b>Εξάμηνο(π.χ. Εαρινό 2008)</b>
<b>Πρόγραμμα Σπουδών (π.χ. B.A Business Administration)</b>	
<b>Κωδικός Μαθήματος &amp; Τίτλος (π.χ. MAR101 Introduction to Marketing)</b>	

<b>Κριτήρια Αξιολόγησης</b>		<b>Ποσοστό Απόδοσης (%)</b>				
		<b>0</b>	<b>25</b>	<b>50</b>	<b>75</b>	<b>100</b>
<b>1</b>	Ο καθηγητής φαίνεται να είναι καλά προετοιμασμένος για κάθε μάθημα					
<b>2</b>	Ο καθηγητής διδάσκει την ύλη που αναγράφεται στο περιεχόμενο του μαθήματος					
<b>3</b>	Ο καθηγητής αντιμετωπίζει τους φοιτητές ευγενικά, φιλικά και χωρίς διακρίσεις					
<b>4</b>	Ο καθηγητής επεξηγεί την ύλη και είναι πρόθυμος να απαντήσει σε ερωτήσεις					
<b>5</b>	Ο καθηγητής δείχνει ενθουσιασμό κατά διάρκεια της διδασκαλία του μαθήματος					
<b>6</b>	Ο καθηγητής έχει έλεγχο της τάξης					
<b>7</b>	Ο καθηγητής θέτει στη διάθεση των φοιτητών τις απαντήσεις των διαγωνισμάτων και εργασιών					
<b>8</b>	Ο τρόπος αξιολόγησης γίνεται κατανοητός και ξεκάθαρος					
<b>9</b>	Ο καθηγητής είναι διαθέσιμος για να βοηθήσει τους φοιτητές					
<b>10</b>	Ευχαρίστως θα διάλεγα και άλλα μαθήματα από τον ίδιο καθηγητή					

**Σχόλια:**

## STUDENTS' FACULTY EVALUATION FORM

Please check (✓) the box of your choice in all the questions below.

<b>Instructor:</b>	<b>Semester</b> (e.g. Spring 2008)
<b>Program of Studies</b> (e.g. B.A Business Administration)	
<b>Course Code &amp; Title</b> (e.g. MAR101 Introduction to Marketing)	

<b>Evaluation Items</b>		<b>Percentage Performance (%)</b>				
		<b>0</b>	<b>25</b>	<b>50</b>	<b>75</b>	<b>100</b>
<b>1</b>	The tutor seems prepared for each class					
<b>2</b>	The tutor covers the material stated on the course outline					
<b>3</b>	The tutor demonstrates polite and encouraging attitude towards students					
<b>4</b>	The tutor explains very well the material and is willing to answer all questions					
<b>5</b>	The tutor demonstrated an enthusiasm for teaching this subject					
<b>6</b>	The tutor keeps control in the class					
<b>7</b>	The tutor makes available answers or explanations to homework and coursework examinations					
<b>8</b>	The grading system for this class was clearly explained					
<b>9</b>	The tutor is available to see students and help them with their course					
<b>10</b>	I would be glad to take classes taught by this tutor again, and I would recommend him/her to other students					

**Comments:**

---



---



---



---

**ΕΝΤΥΠΟ ΔΙΟΙΚΗΤΙΚΟΥ ΠΡΟΣΩΠΙΚΟΥ ΑΠΟ ΦΟΙΤΗΤΕΣ**

Συμπληρώστε τις απαραίτητες πληροφορίες και σημειώστε με (✓) (απλά διπλοπατήστε πάνω στο κουτάκι για να σημειωθεί η απάντησή σας) το κουτί της επιλογής σας έτσι ώστε να σχηματιστεί μια ξεκάθαρη και πλήρης εικόνα για το διοικητικό προσωπικό

Πρόγραμμα Σπουδών & Εξάμηνο (π.χ. Πτυχίο Αισθητικής / Α Εξάμηνο)

Θέματα προς αξιολόγηση		0	25	50	75	100
1	Είστε ευχαριστημένοι από τη Γραμματεία του Κολεγίου;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Το Διοικητικό προσωπικό και συγκεκριμένα η Γραμματεία είναι πρόθυμη να σας εξυπηρετήσει;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Υπάρχει Γραφείο Φοιτητικής Μέριμνας στο Κολλέγιο;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Γνωρίζεται την Υπεύθυνη της Φοιτητικής Μέριμνας;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Είστε ευχαριστημένοι από τις υπηρεσίες του Γραφείου Φοιτητικής Μέριμνας;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Έχετε παρατηρήσει περιστατικά διάκρισης ή παρενόχλησης από το Διοικητικό προσωπικό;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Υπάρχει Τμήμα Λογιστηρίου;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Είστε ευχαριστημένοι με τον τρόπο λειτουργίας του Λογιστηρίου;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Το Κολλέγιο και γενικότερα η Διοίκηση πιστεύετε ότι έχει χειριστεί καλά το θέμα με την πανδημία;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Είστε ευχαριστημένοι με τις υπηρεσίες της Βιβλιοθήκης;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Γνωρίζετε ότι υπάρχει έντυπο Παραπόνων/ Εισηγήσεων στο Κολλέγιο;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Γνωρίζετε τη Διευθύντρια του Παραρτήματος σας;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Η Διευθύντρια του Παραρτήματος σας είναι πρόθυμη να σας ακούσει και να επιλύσει το πρόβλημά σας;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Αξιολογήστε γενικότερα το Διοικητικό προσωπικό του Κολεγίου.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Αξιολογήστε γενικότερα το Κολλέγιο σαν σύνολο	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Αξιολογήστε την παρουσία του Κολεγίου στα Μέσα Κοινωνικής Δικτύωσης	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Αξιολογήστε την πλατφόρμα Moodle και τις υπηρεσίες της	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Σχόλια / Παρατηρήσεις**

## ΑΞΙΟΛΟΓΗΣΗ ΑΠΟΔΟΣΗΣ ΕΡΓΑΖΟΜΕΝΩΝ

ΟΝΟΜ/ΜΟ:

ΘΕΣΗ:

ΗΜΕΡΟΜΗΝΙΑ ΠΡΟΣΛΗΨΗΣ:

ΚΡΙΤΗΡΙΑ ΑΞΙΟΛΟΓΗΣΗΣ	ΙΚΑΝΟΠΟΙΗΤΙΚΗ (Χρειάζεται βελτίωση)	ΚΑΛΗ (Ανταποκρίνεται στις απαιτήσεις της θέσης)	ΠΟΛΥ ΚΑΛΗ (Υπερέχει σημαντικά των απαιτήσεων της θέσης)	ΣΧΟΛΙΑ	
Παραγωγικότητα					
Ομαδικότητα					
Επίλυση Προβλημάτων					
Πρωτοβουλία					
Επικοινωνία					
Αντοχή στην πίεση					
Ηγετική Ικανότητα					
ΣΥΝΟΛΑ:				ΓΕΝΙΚΟ ΣΥΝΟΛΟ:	

Ικανοποιητική: 7 – 10

Καλή: 11 – 17

Πολύ Καλή: 18 – 21

Βαθμολογία Αξιολόγησης: 1, 2, 3, 4, 5 με το 1 να είναι το πιο χαμηλό και το 5 το πιο ψηλό

Παρατηρήσεις:

Διευθυντής/τρια:

Ονοματεπώνυμο & Υπογραφή

**ΠΡΟΤΥΠΑ ΑΠΟΔΟΣΗΣ ΕΡΓΑΖΟΜΕΝΟΥ**  
**- ΕΠΑΓΓΕΛΜΑΤΙΚΕΣ ΣΥΜΠΕΡΙΦΟΡΕΣ -**

<b>Πρότυπα Απόδοσης Εργαζομένων (80%)</b>	<b>Βαθμολογία Α Αξιολογητή</b>	<b>Βαθμολογία Β Αξιολογητή</b>
<p><b>Γνώση Εργασιακού Αντικειμένου (15%)</b></p> <ul style="list-style-type: none"> <li>- Εξάριετη και σε βάθος γνώση τους εργασιακού του / της αντικειμένου σε συνδυασμό με ευρύτερη ενημέρωση και γνώσεις για το Τμήμα στο οποίο εργάζεται.</li> <li>- Πλήρης γνώση του εργασιακού του/της αντικειμένου. Αναλαμβάνει και διεκπεραιώνει δραστηριότητες και καθήκοντα με υψηλή αποτελεσματικότητα.</li> <li>- Επαρκής γνώση των βασικών εργασιών του αντικειμένου του/της. Αποδίδει ικανοποιητικά στα τρέχοντα καθήκοντα του /της με μικρή καθοδήγηση.</li> <li>- Περιορισμένη γνώση των εργασιακού του/της αντικειμένου. Απαιτείται συστηματική παρακολούθηση καθοδήγηση και περαιτέρω εκπαίδευση.</li> <li>- Μη επαρκής γνώση των εργασιών του αντικειμένου του/της. Απαιτείται συστηματική εκπαίδευση και συνεχής καθοδήγηση και παρακολούθηση της απόδοσης.</li> </ul>		
<p><b>Συμβολή στα αποτελέσματα του Τμήματος (25%)</b></p> <ul style="list-style-type: none"> <li>- Επιτυγχάνει πάντα να φέρει εις πέρας τις εργασίες που του ανατίθενται τηρώντας τα ποιοτικά πρότυπα με άριστη οργάνωση και μεθοδικότητα. Συνήθως υπερβαίνει τα αναμενόμενα ποιοτικά πρότυπα.</li> <li>- Επιτυγχάνει σχεδόν πάντα να φέρει εις πέρας τις εργασίες που του ανατίθενται τηρώντας τα ποιοτικά πρότυπα με πολύ καλή οργάνωση και μεθοδικότητα. Αρκετές φορές υπερβαίνει τα αναμενόμενα ποιοτικά πρότυπα.</li> <li>- Επιτυγχάνει κατά κανόνα να φέρει εις πέρας τις εργασίες που του ανατίθενται</li> </ul>		

<p>τηρώντας τα ποιοτικά πρότυπα με πολύ καλή οργάνωση και μεθοδικότητα.</p> <ul style="list-style-type: none"> <li>- Απαιτείται συνεχής καθοδήγηση και ενθάρρυνση για τη διεκπεραίωση των εργασιών που του ανατίθενται.</li> <li>- Χαμηλός βαθμός ικανοποιητικής διεκπεραίωσης εργασιών από πλευράς ποιότητας των αποτελεσμάτων.</li> </ul>		
<p><b>Αποδοτικότητα εργασίας (20%)</b></p> <ul style="list-style-type: none"> <li>- Διεκπεραιώνει ιδιαίτερα υψηλούς όγκους εργασίας γρήγορα, με ακρίβεια και πάντα εντός των προβλεπόμενων ποιοτικών και χρονικών προδιαγραφών.</li> <li>- Διεκπεραιώνει ικανοποιητικό όγκο εργασίας που ξεπερνά το μέσο όρο γρήγορα, με ακρίβεια και εντός των προβλεπόμενων χρονικών περιθωρίων.</li> <li>- Διεκπεραιώνει τον τρέχοντα όγκο εργασίας χωρίς καθυστερήσεις και με ικανοποιητικά ποσοστά ακρίβειας.</li> <li>- Το προϊόν της εργασίας του συχνά υπολείπεται ποσοτικά αλλά και χρονικά του αναμενόμενου. Απαιτείται παρακολούθηση και καθοδήγηση σε τακτική βάση.</li> <li>- Χαμηλός βαθμός ικανοποιητικής διεκπεραίωσης εργασιών. Πάντα εκτός χρονικών ορίων.</li> </ul>		
<p><b>Προσήλωση σε θέματα Ασφάλειας (10%)</b></p> <ul style="list-style-type: none"> <li>- Αναλαμβάνει κάθε δυνατή ενέργεια για την προληπτική αντιμετώπιση ατυχημάτων.</li> <li>- Εφαρμόζει πάντα τις ενδεικνυόμενες από τον οργανισμό διαδικασίες για την πρόληψη ατυχημάτων.</li> <li>- Εφαρμόζει σε γενικές γραμμές την πολιτική του οργανισμού για την ασφάλεια.\</li> <li>- Μη ικανοποιητική εφαρμογή των προτύπων ασφαλείας – αποκλίνει στην πράξη από τις θεσμοθετημένες διαδικασίες χωρίς ιδιαίτερο λόγο.</li> <li>- Σοβαρές αποκλίσεις από την πολιτική του Οργανισμού για την ασφάλεια γεγονός που έχει σοβαρές συνέπειες.</li> </ul>		
<p><b>Επαγγελματική στάση / διαγωγή (10%)</b></p>		

<ul style="list-style-type: none"> <li>- Σταθερή και συστηματική, ανεξαρτήτων συνθηκών, τήρηση των διαδικασιών, εγκυκλίων, οδηγιών σε συνδυασμό με επιμελημένη εμφάνιση, κατάλληλο ρουχισμό και ευπρεπή συμπεριφορά.</li> <li>- Κατά κανόνα, τηρεί και εφόσον του επιβάλλεται, τηρεί τις διαδικασίες, εγκυκλίου, οδηγίες συνδυάζοντας επιμελημένη προσωπική εμφάνιση και ευπρεπή συμπεριφορά.</li> <li>- Αρκετές φορές και εφόσον του επιβάλλεται, τηρεί τις διαδικασίες, εγκυκλίου, οδηγίες συνδυάζοντας επιμελημένη προσωπική εμφάνιση και ευπρεπή συμπεριφορά.</li> <li>- Απαιτείται ενημέρωση για τις διαδικασίες, εγκυκλίου, οδηγίες, παρότρυνση/καθοδήγηση για την τήρηση τους ή/και για τη βελτίωση της προσωπικής εμφανίσεων και συμπεριφοράς.</li> <li>- Συχνά παρεκκλίνει από τις διαδικασίες, εγκυκλίου, οδηγίες του Οργανισμού, μολονότι έχει γίνει επίπληξη.</li> </ul>		
--	--	--

**ΕΠΑΓΓΕΛΜΑΤΙΚΗ ΣΤΑΣΗ ΚΑΙ ΣΥΜΠΕΡΙΦΟΡΑ**

Συμπεριφορές στον Εργασιακό Χώρο (20%)	Σημειώστε το κατάλληλο επίπεδο συμπεριφοράς					
	Α Αξιολογητής			Β Αξιολογητής		
	Σχεδόν Πάντα	Συνήθως	Σπάνια	Σχεδόν Πάντα	Συνήθως	Σπάνια
<p>Διάθεση για Συνεχή Βελτίωση (5%)  <b>Διάθεση να κάνει πάντα καλά την εργασία του επιτυγχάνοντας βελτιώσεις και αποτελέσματα πέρα από τα αναμενόμενα</b></p>						
<p><b>Ποιότητα και ακρίβεια (5%)</b>                      Διάθεση να κάνει σωστά και ολοκληρωμένα τη εργασία τους / της τηρώντας τα πρότυπα ποιότητας, παρακολουθώντας και ελέγχοντας όλα τα στάδια της.</p>						
<p><b>Ομαδικότητα και συνεργασία (5%)</b>                      Ικανότητα συνεργασίας με άλλους να είναι μέλος μιας ομάδας και όχι να εργάζεται μόνος το ή ανταγωνιστικά για την ολοκλήρωση ενός έργου.</p>						
<p><b>Πρωτοβουλία (5%)</b>                      Ικανότητα εντοπισμού και αντίδρασης σε υφιστάμενα ή/και μελλοντικά προβλήματα, εμπόδια ή ευκαιρίες.                      Αναλαμβάνει τις ευθύνες των υπηρεσιακών ενεργειών του/της.                      Λαμβάνει σταθμευμένες αποφάσεις ανάλογα με την διοικητική του/της βαθμίδα, όπου και όποτε χρειαστεί.</p>						

	<b>Κωδικός Μαθήματος &amp; Όνομα: 206 ΒΟΗΘ Α'ΒΟΗΘΕΙΕΣ</b>	
	<b>Όνομα Καθηγητή: ΑΝΔΡΕΑΣ ΠΗΧΙΔΗΣ</b>	<b>Μέσος Όρος</b>
1	<b>Αξιολόγηση Μαθήματος</b>	<b>100%</b>
2	<b>Άλλα Ακαδημαϊκά Θέματα - έρευνα</b>	<b>85%</b>
3	<b>Αξιολόγηση από φοιτητές</b>	<b>91%</b>
	<b>Μέσος Όρος</b>	<b>92%</b>
	<b>RATING STANDARDS</b>	
	<b>OVER 75%: Above Expectations</b> - Performance exceeded the required standards	
	<b>50 - 75% : Met Expectations</b> - Performance met the required standards	
	<b>Below 50%: Below Expectations</b> - Performance was inadequate and inferior to the standards required	
	<b>ΣΧΟΛΙΑ</b>	
<b>A.</b>	<b>Αξιολόγηση Μαθήματος</b>	
	Εξαιρετικό!	
<b>B.</b>	<b>Άλλα Ακαδημαϊκά Θέματα - έρευνα</b>	
<b>C.</b>	<b>Αξιολόγηση από φοιτητές</b>	
	Γνωρίζει καλά το μάθημα του και γνωρίζει επίσης και πως να μας τα εξηγήει σωστά. Είναι απίστευτα ευγενικός και δεν κάνει καθόλου διακρίσεις.	
	ευχάριστο μαθημα που μας δίνει πολλές πληροφορίες ακομα και extra.	
	Το μάθημα είναι ευχάριστο	
	Εξαιρετικός καθηγητής! Κάτεχει το θέμα του απόλυτα. Πολύ κοντά στους φοιτητές. Είμαστε περίφανοι που είσαι μέρος της οικογένειας του Κολεγίου C.D.A	
	<b>Όνομα &amp; Υπογραφή Διευθυντή</b>	

## Attachment 9

### College's International Collaborations with other Institutions

#### ERASMUS+ and International Agreements

**CDA College**  
**Erasmus Office**  
**Christina Agathangelou**  
**Erasmus Coordinator**

Officers: Dr. (c) Tonia Georgiou  
Mrs Katerina Ioannou  
Mrs Rebekka Fakonti (Pafos)

C.D.A College took part in the "Social Entrepreneurship to battle Youth Social Exclusion - SENEET (2019-1-EL02-KA205-004798)".

According to the EU SPC's (2017), there has been no improvement in the social conditions in the EU since 2008, when a lot of member states went through a financial crisis. A particularly vulnerable group in today's economic environment are NEETs, people aged 18-30 who are socially excluded due to low skills, lack of education and unemployment. The aim of the Erasmus+ program entitled "Social Entrepreneurship to battle Youth Social Exclusion" and code 2019-1-EL02-KA205-004798, is to empower young people who face social exclusion due to unemployment, giving them the opportunity to acquire the necessary skills and knowledge in social entrepreneurship, the development of their business ideas, as well as the Internet and social media to promote their businesses. The coordinator of the program was E-School (Greece), and partners were CDA College (Cyprus), KVK (Lithuania), CJRAE Arad (Romania) and Business Incubator - Gotse Delchev. (Bulgaria). The program included 5 LTTAs in each country, and a total of 84 people have participated. The participants, guided by the teachers, created their own virtual social enterprises.

#### **For the Academic year 2021-2022:**

- Dr Katalin Kukorelli of University of Dunaujvaros visited our college and had the opportunity to deliver lectures to our students. (STA). The Erasmus office in cooperation with Aristotle Research Centre organized a seminar entitled "Communication & Negotiation Skills". Lead Speaker Dr. Kukorelli ( 6/5/2022)
- 6 (STT) from Radom Academy of Economics in May to Nicosia.
- 6 (STT) From University of Oradea in May in Larnaca.
- Host LTTA 3 "Business Start-Up and Development" 25 -29 October

- partner LTTA 4 “Digital marketing and Social Media in Business Development” Arad, Rumania 22-28 May
- partner LTTA 5 “Presentations of Virtual Businesses” in Karditsa, Greece 17-23 July.

### **For the Academic year 2022-23:**

Host: “Find a job you love and you will never have to work again!” (2020-1-HU01-KA116-078380). Training of students from the department of aesthetics of Szegedi SZC Móravárosi Szakképző Iskola Hungary. (10-21/10/2022).

We have welcomed:

- a student from (SMS) Universite de Bretagne Sud France in the program of study BA Business Administration.
- 2 training mobilities (STT) από το University of Oradea in October in Nicosia

In February 2023, C.D.A College has applied for the following Erasmus+ projects:

- Short-term project for mobility of learners in vocational education and training (KA122-VET) with title “Enhancing employability through vocational education and training.”
- Mobility of higher education students and staff project (KA131-HED).
- Mobility of higher education students and staff project (KA171-HED) in collaboration with the KUTAISI University of Georgia.

### **“Find a job you love and you will never have to work again!”**

C.D.A College participated as a hosting organization in the project with title “Find a job you love and you will never have to work again!” and reference number 2020-1-HU01-KA116-078380 in the framework of Erasmus+ programme. The Erasmus Office, in collaboration with the Department of Aesthetics planned, organized and implemented all vocational education and training activities, including lectures, workshops, practical training, case studies and discussions. The courses began on October 10, 2022 until October 21, 2022 in Larnaca Campus. In the context of the cultural activities, the participants had the opportunity to experience a guided tour of the divided city of Nicosia.

### **"Lymphatic System" & "Color Analysis" Seminar**

The Erasmus Office of C.D.A. College organized a one-day seminar on April 26, 2023, focusing on two fascinating topics: the "Lymphatic System" and "Color Analysis." This seminar was specifically tailored for the students and academic staff of the Aesthetics department from all campuses. The seminar provided a comprehensive learning experience by combining theoretical knowledge with practical training. The aim was to enhance the participants' understanding of the lymphatic system and its significance in the field of aesthetics. Through engaging lectures and interactive discussions, the attendees gained insights into the structure and functions of the lymphatic

system, as well as its role in maintaining overall health and well-being. In addition to the theoretical aspects, the seminar also included hands-on practical demonstrations, allowing the participants to apply their knowledge in real-world scenarios. The attendees had the opportunity to learn and practice various techniques related to the lymphatic system, enabling them to develop essential skills for their future professional endeavors. Furthermore, the seminar incorporated a segment on "Color Analysis", which explored the connection between colors and personal appearance. The participants learned about the principles of color theory and its application in aesthetic practices. They were introduced to techniques for analyzing skin tones, identifying suitable color palettes, and utilizing color to enhance individual features and overall appearance. The lectures and practical demonstrations were conducted by two distinguished professors from the International College of Cosmetology in Latvia. With their expertise and experience, the professors provided valuable insights, guidance, and practical tips to the attendees, ensuring a rich and engaging learning experience. Overall, the one-day seminar on the "Lymphatic System" and "Color Analysis" offered a unique opportunity for students and academic staff in the Aesthetics department to expand their knowledge, gain practical skills, and explore innovative concepts in their field.

### **"Climate Change and Overheating problem. Methods and actions for tackling the environmental and economic crisis by utilization Renewable Energy Sources"**

During the period from 20/06/2023 to 27/06/2023, C.D.A. College had the privilege of participating as a hosting organization in the Erasmus+ project titled "Climate Change and Overheating problem. Methods and actions for tackling the environmental and economic crisis by utilization Renewable Energy Sources" with project reference 2022-1-EL01-KA122-ADU-000072138. This project aimed to address the pressing issues of climate change and overheating by exploring various methods and actions related to the utilization of renewable energy sources. C.D.A. College provided a platform for participants to engage in educational activities, workshops, and discussions focused on tackling the environmental and economic crisis caused by climate change. The project emphasized the importance of renewable energy sources as a sustainable and viable solution to combat climate change and reduce overheating problems. Throughout the project, participants had the opportunity to learn about different renewable energy technologies, such as solar power, wind energy, hydropower, and bioenergy. They explored the practical applications of these technologies and their potential for mitigating climate change impacts while promoting economic growth. The main objectives of this project were to equip participants with the necessary skills, knowledge, and mindset to contribute actively to the fight against climate change and promote the adoption of renewable energy sources in their respective communities and professional fields.

During the two years of the pandemic the Erasmus mobilities were limited but we have already begun communication with future partners.

Students have started showing more enthusiasm on Erasmus programs because they know it is a life time experience.

### Inter-Institutional Agreements

No	Academic Institution	Institution Code	Subject Area (ISCED-F)	Website	Country	Valid Until
1	UNIVERSITE DE BRETAGNE SUD	F VANNES04	Business and administration, Accounting	<a href="http://univ-ubs.fr">univ-ubs.fr</a>	France	2028/29
2	Polytechnic of Guarda	P GUARDA01	Business and administration, Accounting and taxation, Travel, tourism and leisure	<a href="https://www.ipg.pt/">https://www.ipg.pt/</a>	Portugal	2028/29
3	Vysoka Skola Newton, A. S.	CZ BRNO08	Business and administration	<a href="https://www.newton.university">https://www.newton.university</a>	Czech Republic	2028/29
4	Klaipėdos Valstybinė Kolegija	LT KLAIPED09	Management and administration, Finance, banking and insurance, Accounting and taxation, Travel, tourism and leisure, Health	<a href="https://www.kvk.lt/en/">https://www.kvk.lt/en/</a>	Lithuania	2028/29
5	University of Dunaújváros	HU DUNAUJ01	Business and administration, Information and Communication Technologies	<a href="http://www.uniduna.hu">www.uniduna.hu</a>	Hungary	2028/29
6	Starptautiskās Kosmetoloģijas koledžas	LV RIGA53	Hair and beauty services	<a href="https://skk.lv/">https://skk.lv/</a>	Latvia	2028/29
7	PWSTE Jarosław	PL JAROSLA02	Hair and beauty services	<a href="https://www.pwste.edu.pl/">https://www.pwste.edu.pl/</a>	Poland	2028/29
8	BVK	LV RIGA57	Business and administration	<a href="https://www.bvk.lv/">https://www.bvk.lv/</a>	Latvia	2028/29
9	UNIVERSITATEA ALEXANDRU IOAN CUZA DIN IASI	RO IASI02	Business and administration	<a href="https://www.uaic.ro/">https://www.uaic.ro/</a>	Romania	2028/29

10	Radom Academy of Economics	PL RADOM04	Business and administration, Information and Communication Technologies, Security Studies	<a href="https://ahns.pl">https://ahns.pl</a>	Poland	2028/29
11	Kutaisi University		Business and administration, Information and Communication Technologies	<a href="https://www.kiu.edu.ge/">https://www.kiu.edu.ge/</a>	Georgia	2028/29
12	University of Social Sciences in Lodz	PL LODZ09	Cosmetology	<a href="san.edu.pl">san.edu.pl</a>	Poland	2028/29
13	Akademia Nauk Stosowanych Angelusa Silesiusa	PL WALBRZY04	Business and administration	<a href="ans.edu.pl">ans.edu.pl</a>	Poland	2028/29
14	Malopolska Wyzsza Szkola Ekonomiczna	PL TARNOW01	Business and administration	<a href="mwse.edu.pl">mwse.edu.pl</a>	Poland	2028/29
15	University of Oradea	RO ORADEA01	Business and administration	<a href="https://www.uoradea.ro">https://www.uoradea.ro</a>	Romania	2028/29

## Attachment 10

### The ECTS Credits (European Credit Transfer System)

The European Credit Transfer and Accumulation System (ECTS) is a tool of the European Higher Education Area for making studies and courses more transparent. It helps students to move between countries and to have their academic qualifications and study periods abroad recognised.

ECTS allows credits taken at one higher education institution to be counted towards a qualification studied for at another. ECTS credits represent learning based on defined learning outcomes and their associated workload.

ECTS enhances the flexibility of study programs for students. It also supports the planning, delivery and evaluation of higher education programs. It is a central tool in the Bologna Process, which aims to make national education systems more comparable internationally. ECTS also helps make other documents, such as the Diploma Supplement, clearer and easier to use in different countries.

ECTS has been adopted by most of the countries in the European Higher Education Area as the national credit system and is increasingly used elsewhere.

<https://education.ec.europa.eu/education-levels/higher-education/inclusive-and-connected-higher-education/european-credit-transfer-and-accumulation-system>

60 ECTS credits are the equivalent of a full year of study or work. In a standard academic year, these credits are usually broken down into several smaller modules. A typical 'short cycle qualification' typically includes 90-120 ECTS credits. A 'first cycle' (or bachelor's) degree consists of either 180 or 240 ECTS credits.

Usually a 'second cycle' (or master's) degree equates to 90 or 120 ECTS credits. The use of the ECTS at the 'third cycle', or Ph.D. level, varies.

ECTS is applied to support student mobility between higher education institutions. The course catalogues, Learning Agreements and Transcripts of Records help the recognition and transfer of credits earned by students during a mobility period abroad. The ECTS Users' Guide describes the system and how it is used in greater detail.

Differences between national higher education systems can lead to problems concerning the recognition of qualifications and mobility periods abroad. This issue is addressed in part by enhancing the comprehension of the learning outcomes and workload of programs of study.

ECTS also makes it possible to blend different learning styles, such as university and work-based learning, within the same programme of study or through lifelong learning.

ECTS credits are a numerical value (between 1 and 60) allocated to course units to describe the student's workload required to complete them. They reflect the quantity of work each course unit requires in relation to the total quantity of work necessary to complete a full year of academic study at the institution, that is, lectures, practical work, seminars, tutorials, field-work, private study - in the library or at home - and examinations or other assessment activities.

ECTS credits should be allocated to all course units available, compulsory or elective courses. Credits can also be allocated to project work and thesis where the “units” are an integral part of the degree program. Non-credit courses may only be mentioned in the transcript of records. Credits are awarded only when the course has been completed and all required examinations have been successfully taken.

#### ECTS Grading Scale:

ECTS Grade	% of Successful Students Normally Achieving the Grade	Definition
A	11	EXCELLENT - outstanding performance with only minor errors
B+	14	VERY GOOD -with some minor errors
B	14	GOOD - generally sound work with a number of notable errors
C+	16	ABOVE AVERAGE- satisfactory – fair but with significant shortcomings
C	17	AVERAGE- satisfactory– fair but with significant shortcomings
D+	14	BELOW AVERAGE - Performance meets the minimum criteria
D	14	POOR- Sufficient - Performance meets the minimum criteria
F	-	FAIL – Considerable further work is required

C.D.A has applied ECTS system since 2008.

Additionally, in order to follow the ECTS grading system and have grade uniformity, lecturers should follow almost the same allocation of grades as per the table above.

Lecturers should not give very high marks easily or even worst to give A to all the students. That’s why all lecturers should follow the ECTS Grading allocation so as to have a balance and proportionate grading of students. Lecturers should try to follow approximately the ECTS grading scale of successful students here above.

## CREDIT TRANSFER – EXEMPTIONS GRANTED

Graduates of **two-year programs** who wish to enroll in a **four-year study program (Bachelor's Degree)** may be exempted from **up to half of the program** they wish to study, provided that the new program is **related to their previous studies**.

### Example:

A student transferring from a **Diploma in Tourism Studies** to a **Bachelor's Degree in Tourism Studies** may receive exemptions of **up to 120 ECTS**, meaning they must study **at least 2 more years**, provided there is **correspondence in courses, content, and credit units**.

A graduate of the **Higher Diploma in Secretarial Studies** or **Information Communication Technology** who wishes to study a **Bachelor's Degree in Business Administration** may receive **up to 10% exemption**, since the program is **not closely related**.

Graduates from **three-year programs** transferring to a **Bachelor's Degree** may receive exemptions for **up to half of the program they completed**, provided the programs are **related**. If the programs are **not related**, then the **maximum exemption is 10%**, provided that some courses can be exempted.

### Example:

From a **Higher Diploma (3-year Higher Diploma)** to a **Bachelor's Degree**, students may receive **up to 120 ECTS exemption** and must study **at least another 2 years**, provided there is **correspondence in courses, content, and credit units**.

From our **Higher Diploma in Office Administration (3-year Higher Diploma)** to a **Bachelor's Degree in Business Administration**, students may receive **up to 90 ECTS exemption** and must study **at least another 2.5 years**.

If there is **no relevance between programs**, approximately **10% exemption** may be granted, provided there are courses that can be exempted.

Transfer from an **accredited Bachelor's Degree to another Bachelor's Degree** requires the student to study **at least half of the program**.

Transfer from **accredited Master's level postgraduate programs in the same field** to programs of the **same level** allows **up to one-third transfer (maximum), i.e., 30 ECTS**.

Transfer from **accredited Master's programs of a different academic field** to programs of the **same level** allows **up to 2 courses**, provided there is **course, content, and credit equivalence**.

**Professional qualifications**, such as recognized **external examinations**, may grant a **maximum exemption of 10%**.

## **Attachment 11**

### **Ministry of Education, Sports & Youth**

In the beginning of each semester, we should submit our official operational documentation to the Ministry of Education, Sports & Youth. Each campus keeps official records that monitor student progression, completion rates, and any cases of withdrawal. Officers of the Ministry of Education, Sports & Youth visit the College twice an academic year (once per semester) to assess the following:

- Registered Program of Studies
- Minutes of Meeting of Committees
- Faculty Staff Qualifications
- Students Register Book
- General Control Register Book
- Final Examination Papers
- Schedules of marks per course per program of study
- Official Transcripts
- Diplomas
- Weekly time schedules
- Students' attendance roster
- Class visits

## SAMPLE TEMPLATES

### STUDENT DIRECTORY FALL SEMESTER PER PROGRAM OF STUDY

#### PROGRAM OF STUDY

A/A	REG. NO.	NAME & SURNAME	ID. NO.	DOB	ADDRESS	TEL. NO.	OTHER CONTACT NO.	EMAIL	GDPR AUTHORISATION
1									
2									
3									
4									

## ALUMNI - GRADUATES 2025/26

AA/A	REGISTER NO.	GENDER	MOB	YOB	GDPR	SURNAME	NAME	ADDRESS	TOWN	COUNTRY	PROGRAM OF STUDY	GRADUATE SEMESTER	GRADUATION YEAR	PHONE NO.	Email	EMPLOYMENT
1	4202	MALE	10	1980	YES	ASIMAKI	ALEXANDROS	28ΗΣ ΟΚΤΩΒΡΙΟΥ 3, 7020 ΔΡΟΜΟΛΑΞΙΑ	ΛΑΡΝΑΚΑ	ΚΥΠΡΟΣ	ICT (2 YEARS, DIPLOMA)	FALL	2024/25	99577488	<a href="mailto:a.alexis@cytanet.com.cy">a.alexis@cytanet.com.cy</a>	ΑΣΤΥΝΟΜΙΚΟΣ
2	5309	FEMALE	9	1982	YES	CHARALAMBOUS	NANTIA	ΚΛΥΤΙΑΣ 3, 3083 ΚΑΨΑΛΟΣ	ΛΕΜΕΣΟΣ	ΚΥΠΡΟΣ	ICT (2 YEARS, DIPLOMA)	FALL	2024/25	99041571	<a href="mailto:nantiacharalambous@yahoo.com">nantiacharalambous@yahoo.com</a>	ΑΣΤΥΝΟΜΙΑ ΚΥΠΡΟΥ
3	3754	MALE	8	1981	NO	ΟΥΣΤΑΣ	ΥΙΑΝΝΑΚΙΣ	ΠΟΛΥΔΕΥΚΗ 3, 2047 ΣΤΡΟΒΟΛΟ	ΛΕΥΚΩΣΙΑ	ΚΥΠΡΟΣ	ICT (2 YEARS, DIPLOMA)	FALL	2024/25	99678822	<a href="mailto:gousta2p@gmail.com">gousta2p@gmail.com</a>	ΑΣΤΥΝΟΜΙΚΟΣ
4	3027	MALE	6	1977	YES	ΣΚΟΥΛΛΟΣ	ΜΙΧΑΛΙΣ	ΓΡΥΠΑΡΗ 4, 4Α 2123 ΑΓΛΑΝΤΖΙΑ	ΛΕΥΚΩΣΙΑ	ΚΥΠΡΟΣ	ICT (2 YEARS, DIPLOMA)	FALL	2024/25	99431926	<a href="mailto:skoulios.m@hotmail.com">skoulios.m@hotmail.com</a>	ΑΣΤΥΝΟΜΙΑ ΚΥΠΡΟΥ, ΤΡΟΧΑΙΑ ΑΡΧΗΓΕΙΟΥ (ΚΙΛΚΙΣ 40, ΛΑΤΣΙΑ)

**STUDENT REGISTER BOOK**

REGISTER NO.	STUDENT NAME & SURNAME	I.D / PASSPORT	NATIONALITY	PROGRAM OF STUDY	YEAR OF STUDY	DOCUMENTS	REGISTRATION DATE	COMMENTS
6036	ΚΑΤΣΑΒΡΑ ΧΡΥΣΩ	840425	ΚΥΠΡΙΑΚΗ	B.A. BUSINESS ADMINISTRATION (4 Years, Bachelor of Arts / 240 ECTS)	A' ΕΤΟΣ	ΑΠΟΛΥΤΗΡΙΟ	03/02/2026	Εγγραφή Εαρινού Εξαμήνου 2025/26
6037	ISHWAR	Y4554402	INDIAN	B.A. BUSINESS ADMINISTRATION (4 Years, Bachelor of Arts / 240 ECTS)	A' ΕΤΟΣ	ΑΠΟΛΥΤΗΡΙΟ	04/02/2026	ΜΕΤΑΦΟΡΑ ΑΠΟ ΠΡΟΠΑΡΑΣΚΕΥΑΣΤΙΚΟ

## General Control Book

Κατάδοσ Σπουδών: ΒΟΗΘΟΣ ΦΡΟΝΤΙΣΤΗΣ ΥΓΕΙΑΣ (1 ΕΤΟΣ, ΠΙΣΤΟΠΟΙΗΤΙΚΟ / 60 ECTS)

Έτος Σπουδών: 1 Εξάμηνο: Α'

Α/Α	STUDENT'S NAME	Reg. Serial No.	Course Code	Course Name	Course Grade (100%)	Course Grade (40%)	Final Exam Grade	Final Exam Grade	Final Grade	Letter Grade	Grade Point	RE-EXAMS	RE-EXAMS
1	CATUSANU MARIA-LOREDANA	5815	ΦΘΙΝΟΠΩΡΙΝΟ ΕΞΑΜΗΝΟ 2025										
			ΦΡΥ:104	ΕΙΣΑΓΩΓΗ ΣΤΙΣ ΠΡΩΤΕΣ ΒΟΗΘΕΙΕΣ	65	26	43	26	52	D	1.00		
			ΦΡΥ:102	ΦΥΣΙΟΛΟΓΙΑΣ	70	28	58	35	63	C	2.00		
			ΦΡΥ:101	ΕΙΣΑΓΩΓΗ ΣΤΟ ΘΕΣΜΟ ΤΟΥ ΒΟΗΘΟΥ ΦΡΟΝΤΙΣΤΗ ΥΓΕΙΑΣ	80	32	56	34	66	C+	2.50		
			ΦΡΥ:103	ΥΓΙΕΙΝΗ ΤΟΥ ΠΕΡΙΒΑΛΛΟΝΤΟΣ	80	32	72	43	75	B	3.00		
			ΦΡΥ:105	ΥΠΟΣΤΗΡΙΚΤΙΚΗ ΦΡΟΝΤΙΔΑ ΗΛΙΚΙΩΜΕΝΩΝ	80	32	51	31	63	C	2.00		
			ΦΡΥ:106	ΠΡΑΚΤΙΚΗ ΑΣΚΗΣΗ Ι					80	B+	3.50		
2	ΠΛΑΤΡΙΤΟΥ ΑΘΗΝΑ	5838	ΦΘΙΝΟΠΩΡΙΝΟ ΕΞΑΜΗΝΟ 2025										
			ΦΡΥ:101	ΕΙΣΑΓΩΓΗ ΣΤΟ ΘΕΣΜΟ ΤΟΥ ΒΟΗΘΟΥ ΦΡΟΝΤΙΣΤΗ ΥΓΕΙΑΣ	100	40	92	55	95	A	4.00		
			ΦΡΥ:103	ΥΓΙΕΙΝΗ ΤΟΥ ΠΕΡΙΒΑΛΛΟΝΤΟΣ	100	40	95	57	97	A	4.00		
			ΦΡΥ:105	ΥΠΟΣΤΗΡΙΚΤΙΚΗ ΦΡΟΝΤΙΔΑ ΗΛΙΚΙΩΜΕΝΩΝ	100	40	92	55	95	A	4.00		
			ΦΡΥ:106	ΠΡΑΚΤΙΚΗ ΑΣΚΗΣΗ Ι					100	A	4.00		
3	ΣΕΒΑΣΤΙΔΟΥ ΔΕΣΠΟΙΝΑ	5750	ΦΘΙΝΟΠΩΡΙΝΟ ΕΞΑΜΗΝΟ 2025										
			ΦΡΥ:104	ΕΙΣΑΓΩΓΗ ΣΤΙΣ ΠΡΩΤΕΣ ΒΟΗΘΕΙΕΣ	90	36	92	55	91	A	4.00		
			ΦΡΥ:102	ΦΥΣΙΟΛΟΓΙΑΣ	88	35	86	52	87	B+	3.50		
			ΦΡΥ:101	ΕΙΣΑΓΩΓΗ ΣΤΟ ΘΕΣΜΟ ΤΟΥ ΒΟΗΘΟΥ ΦΡΟΝΤΙΣΤΗ ΥΓΕΙΑΣ	80	32	85	51	83	B+	3.50		
			ΦΡΥ:103	ΥΓΙΕΙΝΗ ΤΟΥ ΠΕΡΙΒΑΛΛΟΝΤΟΣ	80	32	61	37	69	C+	2.50		
			ΦΡΥ:105	ΥΠΟΣΤΗΡΙΚΤΙΚΗ ΦΡΟΝΤΙΔΑ ΗΛΙΚΙΩΜΕΝΩΝ	80	32	81	49	81	B+	3.50		
			ΦΡΥ:106	ΠΡΑΚΤΙΚΗ ΑΣΚΗΣΗ Ι					80	B+	3.50		
4	ΤΡΑΚΟΣΙΗΣ ΦΟΙΒΟΣ	5760	ΦΘΙΝΟΠΩΡΙΝΟ ΕΞΑΜΗΝΟ 2025										
			ΦΡΥ:104	ΕΙΣΑΓΩΓΗ ΣΤΙΣ ΠΡΩΤΕΣ ΒΟΗΘΕΙΕΣ	78	31	44	26	57	D+	1.50		
			ΦΡΥ:102	ΦΥΣΙΟΛΟΓΙΑΣ	80	32	45	27	59	D+	1.50		
			ΦΡΥ:101	ΕΙΣΑΓΩΓΗ ΣΤΟ ΘΕΣΜΟ ΤΟΥ ΒΟΗΘΟΥ ΦΡΟΝΤΙΣΤΗ ΥΓΕΙΑΣ	65	26	27	16	42	F	0.00		
			ΦΡΥ:103	ΥΓΙΕΙΝΗ ΤΟΥ ΠΕΡΙΒΑΛΛΟΝΤΟΣ	65	26	31	19	45	F	0.00		
			ΦΡΥ:105	ΥΠΟΣΤΗΡΙΚΤΙΚΗ ΦΡΟΝΤΙΔΑ ΗΛΙΚΙΩΜΕΝΩΝ	68	27	41	25	52	D	1.00		
			ΦΡΥ:106	ΠΡΑΚΤΙΚΗ ΑΣΚΗΣΗ Ι					50	D	1.00		

**2. Αποτελέσματα εξετάσεων Ιανουαρίου 2026 (Φθινοπωρινό Εξάμηνο 2025/26):**

**Information and Communication Technology (2 Years, Diploma / 120 ECTS)  
A' & B' SEMESTER**

A/A	ΟΝΟΜΑΤΕΠΩΝΥΜΟ	A/A ΜΗΤΡΩΟΥ	COM110	COM120	COM100	COM130	COM150	COM240
<b>A SEMESTER</b>								
1	ANNY SHAFI ISLAM ΤΟΝΜΟΝΑ	5746	PASS	PASS	PASS	PASS	PASS	PASS
2	HUSANPREET KAUR	5692	PASS	PASS	FAIL	PASS	FAIL	PASS
3	HUSANPREET SINGH	5706	FAIL	FAIL	FAIL	FAIL	FAIL	FAIL
4	MD FARHAN SADIK RAHAT	5731	PASS	PASS	PASS	PASS	PASS	PASS
5	MD FOYSAL MIA	5714	PASS	PASS	PASS	PASS	PASS	PASS
6	MD KAMRUL HASAN	5759	PASS	PASS	PASS	PASS	PASS	PASS
7	MD REDOWAN HOSSAIN	5709	PASS	PASS	PASS	PASS	PASS	PASS
8	MD RIAZUL ISLAM	5710	PASS	PASS	PASS	PASS	PASS	PASS
9	M SALMAN ISLAM	5730	PASS	PASS	PASS	PASS	PASS	PASS
10	NICOLAOU SOFOULIS	5849	PASS	PASS	PASS	PASS	PASS	PASS
11	NISHA	5699	PASS	PASS	PASS	PASS	PASS	PASS

Attachment 12



CDA COLLEGE



<b>1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION</b>	
Last name(s) 1.1 <input style="width: 90%;" type="text"/>	First name(s) 1.2 <input style="width: 90%;" type="text"/>
Date of birth (dd/mm/yyyy) 1.3 <input style="width: 20px;" type="text"/> / <input style="width: 20px;" type="text"/> / <input style="width: 20px;" type="text"/>	Student identification number or code (if available) 1.4 <input style="width: 90%;" type="text"/>
<b>2. INFORMATION IDENTIFYING THE QUALIFICATION</b>	
Name of qualification and (if applicable) title conferred 2.1 <input style="width: 90%;" type="text"/>	Main field(s) of study for the qualification 2.2 <input style="width: 90%; height: 40px;" type="text"/>
Name and status of awarding institution (in original language) 2.3 <input style="width: 90%; height: 40px;" type="text"/>	Name and status of institution (if different from 2.3) administering studies (in original language) 2.4 <input style="width: 90%;" type="text"/>
Language(s) of instruction/examination 2.5 <input style="width: 90%;" type="text"/>	
<b>3. INFORMATION ON THE LEVEL OF THE QUALIFICATION</b>	
Level of qualification 3.1 <input style="width: 90%;" type="text"/>	Official length of programme 3.2 <input style="width: 90%;" type="text"/>
Access requirements(s) 3.3 <input style="width: 90%; height: 20px;" type="text"/>	
<b>4. INFORMATION ON THE CONTENTS AND RESULTS GAINED</b>	
Mode of study 4.1 <input style="width: 90%;" type="text"/>	Programme requirements 4.2 <input style="width: 90%;" type="text"/>
Programme details (e.g. modules or units studied), and the individual grades/marks/credits obtained 4.3 <input style="width: 90%; height: 20px;" type="text"/>	
Grading scheme and, if available, grade distribution guidance 4.4 <input style="width: 90%; height: 40px;" type="text"/>	Overall classification of the qualification (in original language) 4.5 <input style="width: 90%; height: 40px;" type="text"/>
<b>5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION</b>	
Access to further study 5.1 <input style="width: 90%;" type="text"/>	Professional status 5.2 <input style="width: 90%;" type="text"/>
<b>6. ADDITIONAL INFORMATION</b>	
Additional information 6.1 <input style="width: 90%;" type="text"/>	Further information sources 6.2 <input style="width: 90%;" type="text"/>

**4.3 PROGRAMME DETAILS (e.g. modules or units studied), and the individual grades/marks/credits obtained**

CODE	SUBJECT	STAGE	ECTS Credits	Grade	Grade Points	
					Grade Point Average (GPA):	2.58

**7. CERTIFICATION OF THE SUPPLEMENT**

7.1 Date

--	--	--

7.2 Signature

--

7.3 Capacity  
Director of the Programme of Study

--

7.4 Official stamp or seal

--

## 8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

### Higher Education System of Cyprus

Cyprus is a member country in the Bologna Process and its higher education system is aligned with the objectives set by this Process. Higher Education in Cyprus is provided by different types of state and private institutions at university and non university level.

The Education system in Cyprus consists of the following stages:

**Pre-Primary education:** Pre-Primary Education is compulsory for all children between 4 8/12 – 5 8/12 years old. Children are also accepted over the age of 3. This level of education aims to satisfy the children's needs for the development of a wholesome personality in an experiential environment which enables them to recognize their capabilities and enhance their self-image.

**Primary Education:** Primary education is compulsory for all children over the age of 5 8/12 and has a duration of 6 years. The aim of Primary Education is to create and secure the necessary learning opportunities for children regardless of age, sex, family and social background and mental abilities.

**Secondary Education:** Secondary General Education offers two three-year cycles of education – Gymnasio (lower secondary education) and Lykeio (upper secondary education) – to pupils between the ages of 12 and 18. The curriculum includes core lessons, interdisciplinary subjects and a variety of extracurricular activities. Instead of the Lykeio, pupils may choose to attend Secondary Technical and Vocational Education which provides them with knowledge and skills which will prepare them to enter the workforce or pursue further studies in their area of interest.

**Higher Education:** At present, public and private universities operate in Cyprus.

**State Higher Education Institutions:** Higher education in Cyprus is also provided by a number of State Higher Education Institutions, and an even greater number of Private Institutions of Higher Education, none of which has university status. The State Institutions of Higher Education, offer vocational programmes of study with a duration ranging from one to three academic years. These programmes do not provide access to second cycle programmes. The apolyterion or equivalent qualification, is a prerequisite for access to the programmes offered by State Higher Education Institutions and candidates for entrance to a particular programme are ranked according to their performance in the Pancyprian Examinations.

**Private Institutions of Higher Education:** Currently, 25 Private Institutions of Higher Education are registered with the Ministry of Education and Culture some of which have branches in other cities in Cyprus, besides Nicosia. Private Institutions of Higher Education do not have university status but they offer both academic and vocational programmes of study at the undergraduate and postgraduate levels.

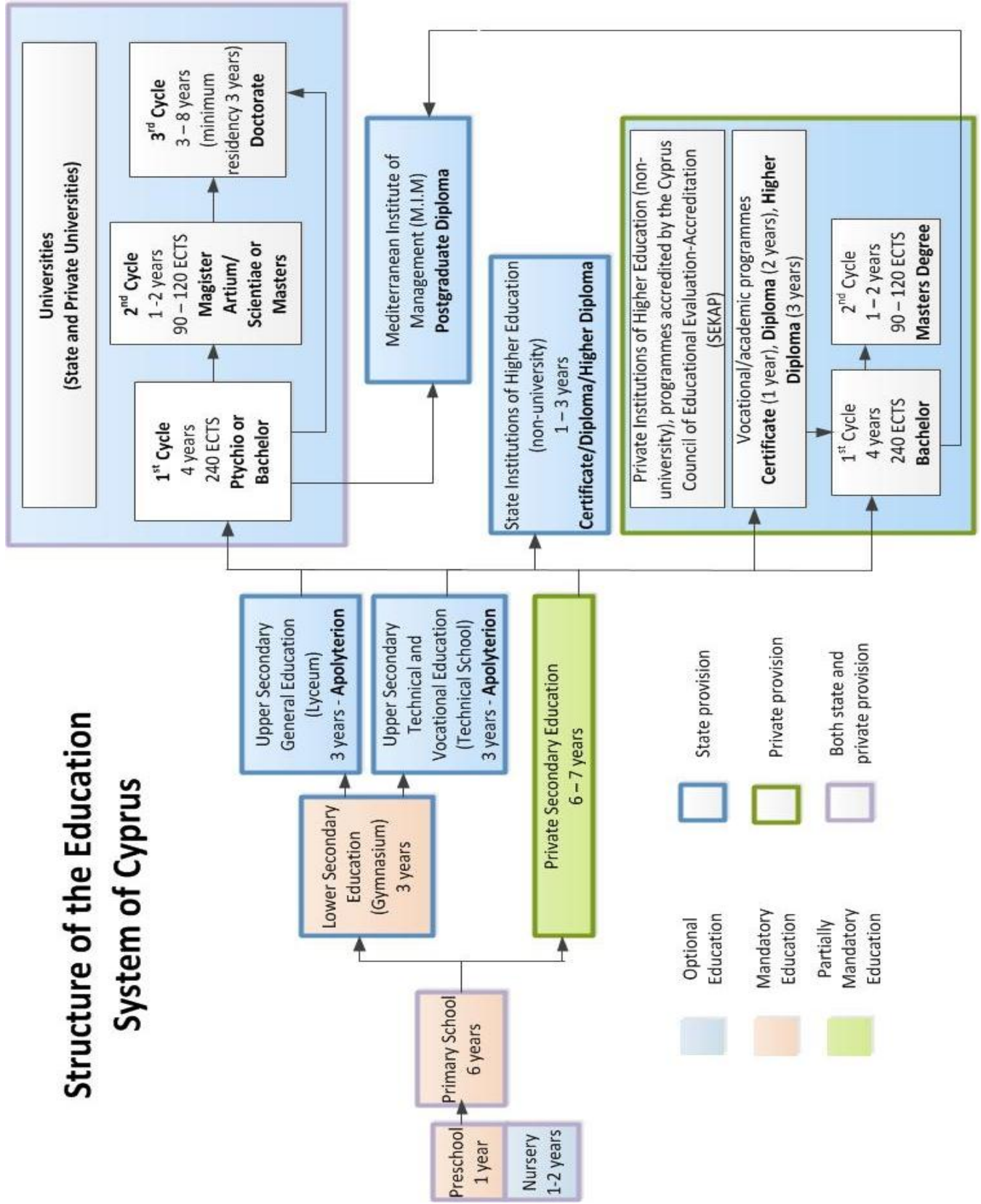
**Quality Assurance and Accreditation** The competent body for quality assurance and accreditation of the programmes offered by Private Institutions of Higher Education is the Council for Educational Evaluation-Accreditation (Symvoulío Ekpedeftikis Axiologisis Pistopiisis, SEKAP), which is a member of ENQA. At present, a number of programmes offered by the Private Institutions, have been evaluated and accredited by SEKAP. These programmes fall into the following categories:

Academic and Vocational programmes of study lead to the following qualifications: Certificate (1 year), Diploma (2 years) and Higher Diploma (3 years). For access to these programmes the apolyterion or equivalent qualification is a prerequisite.

- First cycle programmes (4 years), lead to the award of a Bachelor Degree. For access to these programmes the apolyterion or equivalent qualification is a prerequisite.
- Second cycle programmes (1 to 2 years) lead to the award of a Masters Degree. The prerequisite for access to these programmes is the Ptychio, or Bachelor, or equivalent qualification.
- **Recognition of Higher Education Qualifications** The competent national body for the recognition of higher education qualifications is the Cyprus Council for the Recognition of Degrees (Kypriako Symvoulío Anagnorisis Titlon Spoudon, KYSATS). KYSATS recognizes equivalence, or equivalence-correspondence for first cycle titles, or just equivalence for postgraduate titles (second or third cycle). KYSATS may also recognize joint degrees.
- **Quality Assurance Agency** The establishment of a Quality Assurance Agency has been approved by the Council of Ministers of the Republic of Cyprus. The aim of this Agency is to promote quality assurance in both the public and the private institutions of higher education, through various measures which include external accreditation and development of internal quality culture. These efforts are in line with the Berlin Communique, the ENQA Standards and Guidelines on QA, as accepted by the Bergen Communique and the Agreement on Quality Assurance in the EU.

Further information regarding higher education in Cyprus may be accessed at [www.highereducation.ac.cy](http://www.highereducation.ac.cy).

# Structure of the Education System of Cyprus



## Attachment 13

### Library

- This is our Library; we have four (4) Libraries which are located in Nicosia, Larnaca, Limassol and Paphos and we have interlibrary agreements with them.
- In total, in all libraries, we have thirteen thousand (13000) books.
- In Limassol we have about three thousand six hundred (3,600) books which seven hundred (300) of them are used for the Office Administration higher diploma & Executive Secretarial studies diploma.
- We constantly renew our library with new books and new editions through the suggestions of our lectures at the end of the semester.
- We can help our students to find and borrow books from our library. Also we borrow books to the lecturers of our College.
- We use Dewey for Classification and for cataloging books we have the OpenAbekt, a cloud base software which provides us the opportunity to offer good services and VPN services to our students.
- We have also made an agreement with EBSCO and Emerald e-learning libraries and our students and lecturers have access via VPN (Virtual Private Network) at our College or at their home, using their personal access codes. We will give them their personal passwords and we will teach them how to log in and search at these e-learning libraries.
- We cooperate with the University of Cyprus, the Cyprus University of Technology and Neapolis University of Paphos and we have borrowing agreements and access to their libraries as well.
- Additionally, we have this Online Platforms booklet that we give to our students and lectures and includes the Library Regulations such as how many books they can borrow (4 books for a week) and for how many days. Also includes some lists of Databases, electronic journals and links that students can have access.
- Students and lecturers can have access to our library catalogue through the Website of CDA College, from our computers here in the library or from their home through VPN.
- When students come to the college for registration, first they take their personal access codes for the Moodle and then we show them our facilities like the library, the classes etc.

# ONLINE PLATFORMS



**CDA College**

**Nicosia - Limassol - Larnaca - Paphos**

**June 2025**

## CONTENTS

<a href="#">Library regulations</a> .....	101
<a href="#">Upgraded library services for students and lectures</a> .....	5
<a href="#">List of databases and electronic journals</a> .....	103
<a href="#">Περιοδικά - Άρθρα / Journals - Articles</a> .....	103
<a href="#">Ηλεκτρονικά βιβλία / EBooks</a> .....	107
<a href="#">Βάσεις δεδομένων / Databases</a> .....	109
<a href="#">Πανεπιστήμιο Κύπρου Βιβλιοθήκη / University of Cyprus</a> .....	110
<a href="#">Τεχνολογικό Πανεπιστήμιο Κύπρου / ΤΕΡΑΚ</a> .....	111
<a href="#">Ελληνικό ανοικτό πανεπιστήμιο / Open university of Greece</a> .....	111
<a href="#">Νεάπολης πανεπιστήμιο Πάφου / Neapolis university of Pafos</a> .....	112
<a href="#">Γενικοί πληροφοριακοί ιστότοποι / General information sites</a> .....	112
<a href="#">Συλλογικοί κατάλογοι ακαδημαϊκών βιβλιοθηκών / Union catalogue academic libraries</a> .....	113
<a href="#">Εγκυκλοπαιδείες / Encyclopedias</a> .....	113
<a href="#">Journals in library</a> .....	113
<a href="#">List of academic databases and search engines</a> .....	115
<a href="#">List of online databases</a> .....	126
<a href="#">List of online dictionaries</a> .....	34
<a href="#">Selected online English dictionaries</a> .....	132
<a href="#">Advanced learner dictionaries</a> .....	132
<a href="#">Other examples</a> .....	132
<a href="#">Multilingual</a> .....	132
<a href="#">English language</a> .....	133
<a href="#">Other specific languages</a> .....	133
<a href="#">List of internet encyclopedias</a> .....	134



## LIBRARY REGULATIONS

- Students are allowed to hold up to 4 books at a time. Books borrowed must be returned to the library within a week from the day borrowed.
- Et Students are liable for a library penalty fee for every day a book is overdue. The library penalty fee is €0.50 per calendar day. The number of days overdue is considered to be the number of days from the due date of the book until the date the library penalty fee is settled. Any overdue books that were borrowed 2 weeks before the commencement of the final examinations through to the end of the final examinations of a semester/session will bear a fine of €2.50 per calendar day. If a book is lost the student who borrowed the book is liable for the book replacement fee equal to the book's value.
  - The library penalty fee and the book replacement fee are independent. Students who lose a book are advised to inform the librarian and pay the book replacement fee as soon as possible. Students reporting a book loss after its due date are liable for both the library penalty fee and the book replacement fee. In this case, the number of days overdue is considered to be the number of days from the due date of the book till the date the book replacement fee is settled.
  - Reference books cannot be taken out of the library. Dictionaries, student projects, some of the main textbooks, journals and periodicals are for reference purposes and must be used only in the library.
  - To make a reservation for a book, students must write on the Book Reservation form at the issue Desk their student number, name and date of reservation. If the book is not collected on the due date, then the book will be given to another student.
  - Students are not allowed to take into the library large items such as bags, box files etc. These may be left in one of the lockers outside the library. Lockers may be hired for €2 and the student ID card from the librarian. The key must be returned on leaving the library, when the deposit will also be refunded. If the key is not returned when the student leaves the library, then the deposit will be lost.
- Damage of Library materials by marking, erasure or mutilation is strictly forbidden.
- Students who owe to the College library a penalty fee and/or book replacement cannot borrow any books from the library.
- Books must not be re-shelved after use by the students. They must be left on desks or given to the person in charge.

- It Students are not allowed to drink, eat or smoke in the library. Mobile phones must be switched off.
- Quiet must be observed in the library. Students who are behaving inconsiderably will be asked to be quiet or to leave the library.

### **UPGRADED LIBRARY SERVICES FOR STUDENTS AND LECTURES**

- Cooperation with EBSCO Electronic Library
- Insertion of the Internet Program openAbekt
- Add of Virtual Private Network (VPN) and upgraded VPS services
- Electronic Platform Moodle & Electronic Evaluation

## LIST OF DATABASES AND ELECTRONIC JOURNALS

Below there is a list of online magazines, articles and books, databases and catalogues of academic libraries, online encyclopedias and general informational websites where the libraries of CDA College either have access or a subscription. Further below there is a list for accessing the library catalogues and the databases of online books and magazines of the University of Cyprus, the Technological University and the Neapolis University of Paphos that our college works with and have given us access to them.

### Περιοδικά - άρθρα / Journals - Articles

- 1) BERKELEY Electronic press journals  
<http://www.scimagojr.com/journalsearch.php?q=Berkeley%20Electronic%20Press&tip=pub>
- 2) DOAJ Directory of Open Access Journals  
<https://doaj.org/>
- 3) Emerald journals  
<http://www.emeraldinsight.com/>
- 4) Oxford journals  
<https://academic.oup.com/journals>
- 5) Computerworld-News, Education  
<https://www.computerworld.com/>
- 6) HOTELS Magazine  
<http://www.hotelsmag.com/>
- 7) Commercial news  
<http://www.commercial-news.com/>
- 8) Elsevier Journal of Business research  
<https://www.journals.elsevier.com/journal-of-business-research/>
- 9) The Economist  
<https://www.economist.com/>
- 10) Strategic Management Journal  
<http://onlinelibrary.wiley.com/>
- 11) Harvard Business Review Magazine  
<https://hbr.org/magazine>
- 12) Open J-Gate journals  
<https://jgateplus.com/search/login/>
- 13) The Electronic Journal of Information Systems  
[http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1681-4835](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1681-4835)
- 14) Sage Journal  
<http://journals.sagepub.com/>
- 15) Pub Med  
<https://www.ncbi.nlm.nih.gov/pubmed/>

- 16) Αισθητική Σήμερα Περιοδικό Αισθητικής  
<http://www.aisthitiki-simera.gr/>
- 17) Nouvelle Esthetiques Magazine  
<https://www.nouvelles-esthetiques.com/>
- 18) Architectural Digest: The International Design Authority  
[https://subscribe.architecturaldigest.com/subscribe/architecturaldigest/79535?source=google\\_int](https://subscribe.architecturaldigest.com/subscribe/architecturaldigest/79535?source=google_int)
- 19) Interni Magazine  
<http://www.internimagazine.com/>
- 20) Technology, News and Reviews PCPro  
<https://www.techadvisor.co.uk/>
- 21) PC World Reviews and News on Tech Products, Software  
<https://www.pcworld.com/>
- 22) 21<sup>st</sup> Century Adventures Travel Enzine  
<http://www.21stcenturyadventures.com/>
- 23) Luxury Travel Magazine Conde Nast Traveller  
<http://www.cntraveller.com/>
- 24) Travel and Leisure Magazine  
<http://www.travelandleisure.com/>
- 25) National Geographic  
[https://www.nationalgeographicmagazine.com/eu?gclid=EA1aIQobhMI7bzc\\_7mT2QIVczPTCh00MQrLEAAYASAAEgK3z\\_D\\_BwE](https://www.nationalgeographicmagazine.com/eu?gclid=EA1aIQobhMI7bzc_7mT2QIVczPTCh00MQrLEAAYASAAEgK3z_D_BwE)
- 26) EURODL: European Journal of Open, Distance and E-learning  
<http://www.eurodl.org/>
- 27) D-Lib Magazine  
<http://www.dlib.org/>
- 28) Library Journal: Our eBook future the digital shift  
<http://lj.libraryjournal.com/>
- 29) International Journal of Fashion Design, Technology & Education  
<http://www.tandfonline.com/toc/tfdt20/current>
- 30) Vogue  
<http://www.vogue.co.uk/>
- 31) Harper's Bazaar  
<http://www.harpersbazaar.com/>
- 32) Collezioni Donna  
<http://www.collezioni.info/en/>
- 33) Textile View Magazine  
<http://textile-view.com/>
- 34) American Journal of psychology  
<https://www.jstor.org/journal/amerjpsyc>
- 35) British Society of Criminology  
<http://www.britisocrim.org/publications/research/>

- 36) Tourism Today  
<http://www.tourismtoday.com/>
- 37) Nomos eLibrary  
<https://www.nomos-elibrary.de/>
- 38) The University of Chicago Press Journals  
<http://www.journals.uchicago.edu/>
- 39) Palgrave Macmillan Journals  
<https://www.palgrave.com/gp/journals>
- 40) Pluto Journals  
<http://www.plutojournals.com/>
- 41) Springer Journals  
<https://link.springer.com/>
- 42) Taylor & Francis Journals  
<http://taylorandfrancis.com/journals/>
- 43) Council for the Development of Social Science Research in Africa  
<http://www.codesria.org/>
- 44) Wiley Online Library  
<http://onlinelibrary.wiley.com/>
- 45) Online Liebertpub  
<http://www.liebertpub.com/>
- 46) Academia.edu  
<https://www.academia.edu/>
- 47) Researchgate.net  
<https://www.researchgate.net/>
- 48) Ελληνική Εταιρεία Εγκληματολογίας  
<http://www.hscriminology.gr/>
- 49) The Art of Crime  
<http://theartofcrime.gr/category/teuxi/>
- 50) Crime & Justice org.uk  
<https://www.crimeandjustice.org.uk/>
- 51) Crime in crisis  
<http://crime-in-crisis.com/>
- 52) International Journal for Crime, Justice & Social Democracy  
<https://www.crimejusticejournal.com/>
- 53) International Journal of Cyber Criminology  
<http://www.cybercrimejournal.com/>
- 54) Tourism Concern in Focus  
<https://www.tourismconcern.org.uk/in-focus-magazines/>
- 55) Ingenta Connect  
<http://www.ingentaconnect.com/>
- 56) Cognizant Communication Corporation  
<https://www.cognizantcommunication.com/>

- 57) JSTOR  
<https://www.jstor.org/>
- 58) ScimagoJR  
<http://www.scimagojr.com/>
- 59) ResearchGate  
<https://www.researchgate.net/>
- 60) Pandora Australia's web archive  
<http://pandora.nla.gov.au/>
- 61) IJEC International Journal of Electronic Commerce  
<http://www.ijec-web.org/>
- 62) JCR Journal of Consumer Research  
<http://www.ejcr.org/>
- 63) Journal of Consumer Satisfaction, Dissatisfaction & Complaining Behavior  
<http://jcsdcb.com/index.php/JCSDCB>
- 64) Journal of Empirical Generalizations in Marketing Science  
<https://www.empgens.com/>
- 65) Palgrave macmillan  
<https://www.palgrave.com/gp/>
- 66) Academy of World Business, Marketing and Management Development  
<http://academyofworldbusiness.com/wp/>
- 67) American Marketing Association  
<https://www.ama.org/Pages/default.aspx>
- 68) American Psychological Association  
<http://www.apa.org/index.aspx>
- 69) Harvard Business Review  
<https://hbr.org/>
- 70) American Economic Review  
<https://www.aeaweb.org/journals/aer>
- 71) The University of Chicago Press Journals  
<http://www.journals.uchicago.edu/>
- 72) Econometrica  
<https://www.econometricsociety.org/>
- 73) UNTWO e-library  
<https://www.e-unwto.org/>

## Ηλεκτρονικά Βιβλία / E-Books

- 1) DOAB: Directory of Open Access Books  
<https://www.doabooks.org/>
- 2) Business Insights  
[https://www.goodreads.com/list/show/17591.Business\\_Insights](https://www.goodreads.com/list/show/17591.Business_Insights)
- 3) Oxford Open Books Databases  
[https://academic.oup.com/journals/pages/open\\_access/books](https://academic.oup.com/journals/pages/open_access/books)
- 4) Infotrac Cengage e-Books  
<http://gale.cengage.co.uk/product-highlights/general-reference/infotrac-periodical-solutions.aspx>
- 5) Wiley Online Library  
<http://onlinelibrary.wiley.com/>
- 6) Taylor & Francis Open Books  
<https://www.taylorfrancis.com/>
- 7) Reference eBooks Collection Elsevier  
[https://www.eu.elsevierhealth.com/advsearch/listall/?filter\\_product\\_type=74](https://www.eu.elsevierhealth.com/advsearch/listall/?filter_product_type=74)
- 8) Εύδοξος-Ηλεκτρονική Υπηρεσία Ολοκληρωμένης Διαχείρισης Συγγραμμάτων και Λοιπών Βοηθημάτων  
<https://service.eudoxus.gr/>
- 9) EBSCO Publishing eBooks & audiobooks <https://www.ebscohost.com/ebooks>
- 10) Free University Lectures Fox  
<https://www.pinterest.com/pin/138133913541187820/?lp=true>
- 11) Open Book-Ανοικτή Βιβλιοθήκη  
<http://www.openbook.gr/>
- 12) Μικρός Απόπλους  
<https://www.mikrosapoplous.gr/>
- 13) Google Books  
<http://books.google.com/>
- 14) Internet Archive: Digital Library of Free Books  
<https://archive.org/>
- 15) Wageningen Academic Publishers <http://www.wageningenacademic.com/>
- 16) Greek Libraries in a New World
- 17) E books.com  
<https://www.ebooks.com/>
- 18) Kobo Ebooks.com  
<https://www.kobo.com/>
- 19) 101 Free Tech Books  
<http://www.freetechbooks.com/>
- 20) The freelibrary.com  
<https://www.thefreelibrary.com/>

- 21) International Publishers Association IPA  
<https://www.internationalpublishers.org/>
- 22) Ηλεκτρονικός Αναγνώστης: eBooks  
<http://www.eanagnostis.gr/>
- 23) National Geographic English Language Teaching  
<http://ngl.cengage.com/assets/html/ebooks/index.html#>
- 24) Σύγχρονη Ελληνική Ποίηση <https://genesis.ee.auth.gr/dimakis/poetry.html>
- 25) Οργανισμός Εκδόσεως Διδακτικών Βιβλίων/ Ηλεκτρονική Βιβλιοθήκη  
<http://users.sch.gr/manuel/index.php/technology-news/57-digital-library-textbooks-1950-2011.html>
- 26) Planet Books: Free eBooks  
<http://www.planetebook.com/>

## Ελληνικά Ηλεκτρονικά Βιβλία

### ΔΩΡΕΑΝ

- 1) 24 γράμματα  
<https://24grammata.com>  
2500 Ηλεκτρονικά Βιβλία (free ebooks) με την εγγύηση του 24grammata.com  
(αυστηρή επιλογή)
- 2) Easywriter  
<http://www.easywriter.gr/ebooks/free>  
Απαιτείται η δημιουργία λογαριασμού για να επιτραπεί η πρόσβαση στα αρχεία
- 3) Ebooks4greek  
<https://www.ebooks4greeks.gr/>  
Διαβάστε online ή κατεβάστε δωρεάν βιβλία (free ebooks). Ψηφιακά βιβλία σε Pdf & epub
- 4) Free-ebooks  
<https://free-ebooks.gr/>
- 5) Η Εκπαιδευτική βιβλιοθήκη του Τάσου Ανθουλιά  
<http://www.helidoni.info/ba1.html>
- 6) taexeiola  
<https://www.taexeiola.gr/>  
Ψηφιακό σχολείο - Δωρεάν ηλεκτρονικά βοηθήματα, λυσάρια, σχολικά βιβλία δημοτικού, γυμνασίου, λυκείου, εκπαιδευτικό υλικό, βιντεομαθήματα.

- 7) The project Gutenberg  
<http://www.gutenberg.org/browse/languages/el>
- 8) Ανέμη  
<https://anemi.lib.uoc.gr/>  
Συλλογή Βιβλιογραφικών Πληροφοριών, Ψηφιοποιημένων Βιβλίων Και Άρθρων Με Έμφαση Στο Νεοελληνικό Πολιτισμό
- 9) Ανοιχτή βιβλιοθήκη  
<https://www.openbook.gr/>  
Ανοιχτή Βιβλιοθήκη με ελληνικά ηλεκτρονικά δωρεάν βιβλία που διανέμονται ελεύθερα και νόμιμα (δωρεάν ebooks) | Ψηφιακή βιβλιοθήκη | Λογοτεχνικά περιοδικά και ιστολόγια | Ψηφιακά βιβλία.
- 10) Το βιβλίο  
<https://tovivlio.net/category/e-book/>

### **Βάσεις Δεδομένων / Databases**

- 1) Med-Mem  
[www.medmem.eu](http://www.medmem.eu)
- 2) Wiley Interscience Collection 1832-2000  
[www.interscience.wiley.com](http://www.interscience.wiley.com)
- 3) Banking information source  
<http://library.dialog.com/bluesheets/html>
- 4) CBCA  
[www.tug-libraries.on.ca/indexes/descriptions/cbca.html](http://www.tug-libraries.on.ca/indexes/descriptions/cbca.html)
- 5) Collection of computer sciences bibliographies  
<http://liinwww.ira.uka.de/bibliography>
- 6) EBSCO host online research databases  
[www.ebscohost.com](http://www.ebscohost.com)
- 7) ERIC Education resources information center  
[www.eric.ed.gov](http://www.eric.ed.gov)
- 8) Facts of International Relations and Security Trends  
<http://first.sipri.org>
- 9) Library, information science and technology abstracts  
[www.nwcentral.org](http://www.nwcentral.org)
- 10) Market line business information  
[www.marketlineinfo.com](http://www.marketlineinfo.com)

- 11) Wolfram Mathworld  
[www.mathworld.wolfram.com](http://www.mathworld.wolfram.com)
- 12) Source OECD Telecommunications database  
<http://titania.sourceoecd.org>
- 13) Scopus The largest abstract and citation database of peer reviewed literature and quality web sources  
<http://info.scopus.com>
- 14) Literature.org  
[www.literature.org](http://www.literature.org)
- 15) SearchEdu.com  
[www.searchedu.com](http://www.searchedu.com)
- 16) Its-Teachers  
[www.its-teachers.com](http://www.its-teachers.com)
- 17) Science Direct  
[www.sciencedirect.com](http://www.sciencedirect.com)
- 18) American Mathematical Society Mathscinet  
[www.ams.org/mathscinet](http://www.ams.org/mathscinet)
- 19) ACM (Association for Computing Machinery)  
[www.acm.org](http://www.acm.org)
- 20) Association for Computing Machinery  
<http://www.acm.org>
- 21) World Digital Library  
<http://www.wdl.org/en/>
- 22) Routledge Business & Management  
<http://www.routledge.com/business/>
- 23) Εθνικό Κέντρο Τεκμηρίωσης-Επιλογή Βάσεων Δεδομένων  
[http://argo.ekt.gr/Opac2\\_5/zConnectELL.html](http://argo.ekt.gr/Opac2_5/zConnectELL.html)
- 24) [DATABASES - Fashion Design - Research Guides at The New School](#)
- 25) [ERIC - Education Resources Information Center](#)

### Πανεπιστήμιο Κύπρου Βιβλιοθήκη / University of Cyprus

- 1) University Of Cyprus Library-Doctoral dissertations  
<http://library.ucy.ac.cy/en/sources/dissertations>
- 2) University of Cyprus Library-Digital Collections  
[http://library.ucy.ac.cy/ENGLISH/electronic\\_servicesE/dbase\\_all\\_en.htm](http://library.ucy.ac.cy/ENGLISH/electronic_servicesE/dbase_all_en.htm)
- 3) University of Cyprus Library-Monographs  
<http://ermis.lib.ucy.ac.cy/Databases/arrivals/Default.aspx?Language=el>
- 4) University of Cyprus Library-Databases  
[http://library.ucy.ac.cy/ENGLISH/electronic\\_servicesE/dbase\\_all\\_en.htm](http://library.ucy.ac.cy/ENGLISH/electronic_servicesE/dbase_all_en.htm)
- 5) University of Cyprus Library-Ηλεκτρονικά Περιοδικά

Ελληνικοί Τίτλοι

[http://library.ucy.ac.cy/electronic\\_services/electjnlsgreektitlesp\\_gr.htm](http://library.ucy.ac.cy/electronic_services/electjnlsgreektitlesp_gr.htm)

- 6) University of Cyprus Library-E books on the web  
[http://library.ucy.ac.cy/ENGLISH/linksE/ebooks\\_en.htm](http://library.ucy.ac.cy/ENGLISH/linksE/ebooks_en.htm)
- 7) University of Cyprus Library-Usefull Links  
[http://library.ucy.ac.cy/ENGLISH/linksE/links\\_central\\_en.htm](http://library.ucy.ac.cy/ENGLISH/linksE/links_central_en.htm)
- 8) University of Cyprus Library-Library's Audio Visual Material  
<http://ermis.lib.ucy.ac.cy/Databases/audiovisual/Default.aspx>
- 9) University of Cyprus Library-Citation Management Tools  
[http://library.ucy.ac.cy/ENGLISH/research\\_toolsE/citation\\_manag\\_tools\\_en.htm](http://library.ucy.ac.cy/ENGLISH/research_toolsE/citation_manag_tools_en.htm)
- 10) University of Cyprus Library-Interlibrary loan Service  
[http://library.ucy.ac.cy/ENGLISH/library\\_servicesE/lib\\_ill\\_en.htm](http://library.ucy.ac.cy/ENGLISH/library_servicesE/lib_ill_en.htm)

### **Τεχνολογικό Πανεπιστήμιο Κύπρου / ΤΕΠΑΚ**

- 1) ΤΕΠΑΚ-Ιδρυματικό Καταθετήριο Κτίσις  
[http://www.cut.ac.cy/library/greek/collections/digital\\_collections.html](http://www.cut.ac.cy/library/greek/collections/digital_collections.html)
- 2) ΤΕΠΑΚ-Ηλεκτρονικά Βιβλία  
<http://www.cut.ac.cy/library/greek/collections/ebooks.html>
- 3) ΤΕΠΑΚ-Κατάλογοι Ακαδημαϊκών Βιβλιοθηκών  
<http://www.cut.ac.cy/library/greek/information/academiccatalogs.html>
- 4) ΤΕΠΑΚ-Κατάλογος Ελληνικών Ηλεκτρονικών Περιοδικών  
[http://www.cut.ac.cy/library/greek/collections/greek\\_ejournals.html](http://www.cut.ac.cy/library/greek/collections/greek_ejournals.html)
- 5) ΤΕΠΑΚ-Βάσεις Δεδομένων  
<http://www.cut.ac.cy/library/greek/collections/databases.html>
- 6) ΤΕΠΑΚ-Θεματικές Πύλες  
[http://www.cut.ac.cy/library/greek/subjectguides/subject\\_guide.html](http://www.cut.ac.cy/library/greek/subjectguides/subject_guide.html)

### **Ελληνικό Ανοικτό Πανεπιστήμιο / Open University of Greece**

- 1) Ελληνικό Ανοικτό Πανεπιστήμιο  
[www.eap.gr](http://www.eap.gr)
- 2) Υπηρεσίες Βιβλιοθήκης Κύριος Κατάλογος  
<http://lib.eap.gr/index.html>
- 3) Υπηρεσίες Βιβλιοθήκης Ηλεκτρονικά Βιβλία  
<http://lib.eap.gr/vivlia.html>
- 4) Υπηρεσίες Βιβλιοθήκης Ηλεκτρονικά Περιοδικά  
<http://lib.eap.gr/periodika.html>
- 5) Υπηρεσίες Βιβλιοθήκης Βάσεις Δεδομένων

- <http://lib.eap.gr/vdedomenon.html>
- 6) Υπηρεσίες Βιβλιοθήκης Heal Link  
<http://www.heal-link.gr/>
- 7) Υπηρεσίες Βιβλιοθήκης Muse  
<http://193.108.161.35:8000/muse/servlet/MusePeer>

### **Νεάπολης Πανεπιστήμιο Πάφου / Neapolis University of Pafos**

- 1) Neapolis University of Pafos Library  
<http://www.nup.ac.cy/Library.aspx>

### **Γενικοί Πληροφοριακοί Ιστότοποι / General Information Sites [UNESCO]**

- 1) Anglo info  
[www.angloinfo.com](http://www.angloinfo.com)
- 2) Computer world  
[www.computerworld.com](http://www.computerworld.com)
- 3) IoIC-The Institute of Internal Communication  
[www.ioic.org.uk](http://www.ioic.org.uk)
- 4) China General Information  
[www.chinatoday.com](http://www.chinatoday.com)
- 5) Europa The official website of the European Union  
<http://europa.eu>
- 6) Techxtra: Engineering, mathematics & computing  
[www.techxtra.ac.uk](http://www.techxtra.ac.uk)
- 7) European Distance and E-learning Network  
[www.eden-online.org](http://www.eden-online.org)
- 8) CyLaw  
[www.cylaw.org](http://www.cylaw.org)
- 9) Εθνικό Κέντρο Βιβλίου-Τα νέα μας  
<http://www.ekebi.gr/frontoffice/portal.asp?cpage=RESOURCE&cnode=351&crest=9396>
- 10) Lingu@net Worldwide  
<http://www.linguanet-worldwide.org/>
- 11) Librarian.gr  
<http://www.librarian.gr/>
- 12) OpenAIRE : Open Access Infrastructure for Research in Europe  
<http://www.openaire.eu/>
- 13) FBI (Federation Bureau of Investigation)  
<https://www.fbi.gov/>
- 14) Αστυνομία Κύπρου

- [www.police.gov.cy](http://www.police.gov.cy)  
15) National Institute on Drug Abuse  
[www.drugabuse.gov](http://www.drugabuse.gov)

### **Συλλογικοί Κατάλογοι Ακαδημαϊκών Βιβλιοθηκών / Union Catalogue Academic Libraries**

- 1) ABEKT-ABEKT e-Opac  
<http://abekt.ekt.gr/abekt/eopac/>
- 2) Ελληνικός Θησαυρός Επιστημονικών Όρων  
<http://thesaurus.lib.ntua.gr:8081/WebTMS/>
- 3) Europeana  
[www.europeana.eu/portal](http://www.europeana.eu/portal)
- 4) European Library 2.3  
<http://search.theeuropalibrary.org>
- 5) Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών  
[www.heal-link.gr](http://www.heal-link.gr)
- 6) Συλλογικός Κατάλογος Κοιριακών Βιβλιοθηκών  
<http://147.102.210.252/cgi-bin-EL/egwcgi/egwirtcl/targetsUC.egw>
- 7) Library of Congress Online Catalogs  
<http://catalog.loc.gov>
- 8) British Library Integrated Catalogue  
<http://catalogue.bl.uk>

### **Εγκυκλοπαίδειες / Encyclopedias**

- 1) Encyclopedia.com  
[www.encyclopedia.com](http://www.encyclopedia.com)
- 2) Britannica.com  
[www.britannica.com](http://www.britannica.com)

### **Journals in Library**

1. The Economist
2. Bloomberg business week
3. National Geographic
4. Lonely planet
5. Conde Nast Traveller
6. The Sunday Times Travel
7. Pc Advisor
8. Ram

9. Esthete
10. Συνθέσεις
11. Interni
12. Icon
13. Wall Paper
14. Objekt International
15. Ιδέες & Λύσεις
16. Architectural Digest
17. Vogue (British edition)
18. Harper's Bazaar (British edition)
19. Collezioni Donna
20. Textile View Magazine
21. International Journal of Fashion Design, Technology & Education
22. Hair Fashion
23. Perfect Hair
24. Celebrity Hair Style
25. Hair Show
26. Εγκληματολογία (Νομική Βιβλιοθήκη Ελλάδος)
27. Executive Secretary

**Total Journals - Articles: 73**

**Total EBooks Databases: 26**

**Total Other Databases: 25**

**Total University of Cyprus Library: 10**

**Total TEIIAK: 6**

**Total Open University of Greece: 7**

**Total Neapolis University: 1**

**Total General Information Sites: 15**

**Total Libraries Catalogues: 8**

**Total Encyclopaedias: 2**

**Total Journals: 27**

## LIST OF ACADEMIC DATABASES AND SEARCH ENGINES

This page contains a representative list of major databases and search engines useful in an academic setting for finding and accessing articles in [academic journals](#), [repositories](#), archives, or other collections of [scientific](#) and [other](#) articles. As the distinction between a [database](#) and a [search engine](#) is unclear for these complex [document retrieval systems](#), see:

- the general [list of search engines](#) for all-purpose search engines that can be used for academic purposes
- [bibliographic databases](#) for information about databases giving bibliographic information about finding books and journal articles.

All the following databases have Free Access:

Name	Discipline(s)	Description	Provider(s)
<a href="#">AGRIS: Agricultural database</a>	<a href="#">Agriculture</a>	Covers agriculture, forestry, animal husbandry, aquatic sciences and fisheries, human nutrition, extension literature from over 100 participating countries. Material includes unique grey literature such as unpublished scientific and technical reports, theses, conference	Produced by the <a href="#">Food and Agriculture Organization of the United Nations</a> . AGRIS

Name	Discipline(s)	Description	Provider(s)
<a href="#">Analytical sciences digital library</a>	<a href="#">Analytical chemistry</a>	papers, government publications, and more.	<a href="#">National Science Digital Library</a> and the Analytical Chemistry Division of the <a href="#">American Chemical Society</a> <sup>[12]</sup>
<a href="#">Anthropological Index Online</a>	<a href="#">Anthropology</a>	Index only (no abstracts or full-text).	<a href="#">Royal Anthropological Institute</a> <sup>[13]</sup>
<a href="#">Arachne</a>	<a href="#">Archaeology</a> , <a href="#">Art history</a>	German language	<a href="#">German Archaeological Institute</a> & the <a href="#">University of Cologne</a> <sup>[15]</sup>
<a href="#">Arnetminer</a>	<a href="#">Computer Science</a>	Online service used to index and search academic social networks	<a href="#">Tsinghua University</a> <sup>[16]</sup>
<a href="#">arXiv</a>	<a href="#">Physics</a> , <a href="#">Mathematics</a> , <a href="#">Computer science</a> , <a href="#">Nonlinear sciences</a> , <a href="#">Quantitative biology</a> and <a href="#">Statistics</a>	Repository of electronic pre-prints of papers in the fields of mathematics, physics, astronomy, computer science, quantitative biology, statistics, and quantitative finance.	<a href="#">Cornell University</a> <sup>[18]</sup>
<a href="#">Astrophysics Data System</a>	<a href="#">Astrophysics</a> , <a href="#">Geophysics</a> , <a href="#">Physics</a>		<a href="#">Harvard University</a> <sup>[20]</sup>

Name	Discipline(s)	Description	Provider(s)
<a href="#">AULIMP: Air University Library's Index to Military Periodicals</a>	<a href="#">Military Science</a>		<a href="#">Air University</a> <sup>[22]</sup>
<a href="#">BASE: Bielefeld Academic Search Engine</a>	Multidisciplinary		<a href="#">Bielefeld University</a> <sup>[23]</sup>
<a href="#">BDD: Diacronia Bibliometric Database</a>	Linguistics, philology		Revista Diacronia <sup>[24]</sup>
<a href="#">Bioinformatic Harvester</a>	<a href="#">Biology</a> , <a href="#">Bioinformatics</a>	A meta search engine for 50 major bioinformatic databases and projects.	Available from Liebel-Lab KIT Karlsruhe Institute of Technology
<a href="#">ChemXSeer</a>	<a href="#">Chemistry</a>		<a href="#">Pennsylvania State University</a> <sup>[32]</sup>
<a href="#">CHBD: Circumpolar Health Bibliographic Database</a>	<a href="#">Medicine</a>		<a href="#">University of Calgary</a> <sup>[37]</sup>
<a href="#">Citebase Search</a>	<a href="#">Mathematics</a> , <a href="#">Computer science</a> , <a href="#">Physics</a>	Semi-autonomous citation index of free online research	<a href="#">University of Southampton</a> <sup>[38]</sup>
<a href="#">CiteULike</a>	<a href="#">Computer science</a>		
<a href="#">CiteSeer</a>	<a href="#">Computer Science</a>	Replaced by <a href="#">CiteSeerX</a> .	<a href="#">Pennsylvania State University</a> <sup>[39]</sup>
<a href="#">CiteSeerX</a>	<a href="#">Computer science</a> , <a href="#">Statistics</a> , <a href="#">Mathematics</a> , becoming Multidisciplinary		<a href="#">Pennsylvania State University</a> <sup>[40]</sup>
<a href="#">CogPrints: Cognitive Sciences Eprint Archives</a>	<a href="#">Science</a> (General)		<a href="#">University of Southampton</a> <sup>[41]</sup>
<a href="#">The Collection of Computer Science Bibliographies</a>	<a href="#">Computer science</a>		<a href="#">Alf-Christian Achilles</a> <sup>[42]</sup>
<a href="#">Directory of Open Access Journals</a>	<a href="#">Journals</a>	The Directory Of Open Access Journals (DOAJ) lists more than 10,000 open access	<a href="#">Lund University</a> <sup>[48]</sup>

Name	Discipline(s)	Description	Provider(s)
<a href="#">DBLP</a>	<a href="#">Computer science</a>	journals (September 2014) in multiple research areas. <sup>[47]</sup> Comprehensive list of papers from major computer science conferences and journals	<a href="#">University of Trier</a> , Germany
<a href="#">EconBiz</a>	<a href="#">Economics</a>	EconBiz supports research in and teaching of economics with a central entry point for all kinds of subject-specific information and direct access to full texts.	Produced by the <a href="#">ZBW- German National Library of Economics- Leibniz Information Centre for Economics (ZBW)</a> <sup>[49]</sup>
<a href="#">ERIC: Educational Resource Information Center</a>	<a href="#">Education</a>	Education literature and resources. Provides access to over 1.3 million records dating back to 1966.	Produced by the <a href="#">United States Department of Education</a> . <sup>[53]</sup> Also available by subscription from <a href="#">OCLC</a> , <a href="#">CSA</a> .
<a href="#">GENESIS</a>	<a href="#">Women's history</a>	Descriptions of women's history collections from sources in the UK, as well as women's history websites.	<a href="#">London Metropolitan University</a> <sup>[55]</sup>
<a href="#">Google Scholar</a>	Multidisciplinary		<a href="#">Google</a> <sup>[58]</sup>
<a href="#">GoPubMed</a>	<a href="#">Medicine</a>	GoPubMed, the first knowledge-based search engine for the life sciences industry.	<a href="#">Transinsight</a> <sup>[59]</sup>
<a href="#">HubMed</a>	<a href="#">Medicine</a>	An alternative interface to the <a href="#">PubMed</a> medical literature database	<a href="#">Alf Eaton</a> <sup>[60]</sup>
<a href="#">International Financial Reporting Standards</a>	<a href="#">Accounting</a>	International organization responsible for	<a href="#">IFRS.org</a>

Name	Discipline(s)	Description	Provider(s)
<a href="#">Index Copernicus</a>	Multidisciplinary science	<p>developing a single set of high-quality global accounting standards, known as IFRS Standards.</p> <p>Scientific journal database - the IC Journal Master List - contains currently over 2,500 journals from all over the world, including 700 journals from Poland. The journals registered in this database underwent rigorous, multidimensional parameterization, proving high quality. The Ministry of Science and Higher Education acknowledged the IC Journal Master List by placing it on the list of scored databases, for being indexed in IC JML journals get additional points in the Ministry's evaluation process.<sup>[62]</sup></p>	Index Copernicus International <sup>[63]</sup>
<a href="#">Information Bridge: Department of Energy Scientific and Technical Information</a>	Multidisciplinary	<p>The Information Bridge: DOE Scientific and Technical Information provides free public access to over 266,000 full-text documents and bibliographic citations of Department of</p>	<a href="#">United States Department of Energy, Office of Scientific and Technical Information</a> <sup>[64]</sup>

Name	Discipline(s)	Description	Provider(s)
<a href="#">Intute</a>	Multidisciplinary	<p>Energy (<a href="#">DOE</a>) research report literature. Documents are primarily from 1991 forward and were produced by DOE, the DOE contractor community, and/or DOE grantees. Legacy documents are added as they become available in electronic format.</p> <p>Serves students, teachers, and researchers in UK further education and higher education, offering a selection of around 300,000 academic websites which have been hand-picked and described by subject specialists. No longer maintained.</p>	<a href="#">Intute<sup>[70]</sup></a>
<a href="#">JamJar Story</a>	Multidisciplinary	<p>Provides a free online video archive of snapshots of daily living across the UK</p> <p>Jurn is a free-to-use online search tool for finding and downloading free full-text scholarly works.</p>	<a href="#">JamJar Story<sup>[71]</sup></a>
<a href="#">Jurn</a>	Multidisciplinary	<p>In 2014 Jurn expanded beyond <a href="#">open access journals</a> in the arts and humanities, to also index open journals in ecology,</p>	<a href="#">Jurn<sup>[74]</sup></a>

Name	Discipline(s)	Description	Provider(s)
<a href="#">MedlinePlus</a>	<a href="#">Medicine</a>	science, biomedical, business and economics. Jurn is actively curated and maintained.	Produced by the <a href="#">United States National Library of Medicine</a> , the <a href="#">United States National Institutes of Health</a> , and the <a href="#">United States Department of Health and Human Services</a> <sup>[78]</sup>
<a href="#">Mendeley</a>	Multidisciplinary	The Mendeley research catalog is a crowdsourced database of research documents. Researchers have uploaded nearly 100M documents into the catalog with additional contributions coming directly from subject repositories like Pubmed Central and Arxiv.org or web crawls.	<a href="#">Mendeley</a> <sup>[79]</sup>
<a href="#">Microsoft Academic Search</a>	Multidisciplinary	Provides many innovative ways to explore scientific papers, conferences, journals, and authors <sup>[84]</sup>	<a href="#">Microsoft</a>
<a href="#">NBER: National Bureau of Economic Research</a>	<a href="#">Economics</a>		<a href="#">National Bureau of Economic Research</a> <sup>[85]</sup>
<a href="#">National Criminal Justice Reference Service</a> <sup>[86]</sup>	Criminology, Sociology	Abstracts of scholarly journal articles, agency and NGO reports, and conference proceedings	<a href="#">United States Department of Justice, Office of Justice Programs</a> <sup>[87]</sup>

Name	Discipline(s)	Description	Provider(s)
<a href="#">Neliti</a>	Multidisciplinary	Crowdsourced database of journal articles, datasets, reports, books and conference papers from South-East Asia.	<a href="#">Neliti</a> <sup>[89]</sup>
<a href="#">OAIster</a>	Multidisciplinary		<a href="#">OCLC</a> <sup>[90]</sup>
<a href="#">OpenSIGLE</a>	<a href="#">Grey literature</a>	Indexes European grey literature.	<a href="#">Institut de l'information scientifique et technique</a> <sup>[91]</sup>
<a href="#">PhilPapers</a>	<a href="#">Philosophy</a>		<a href="#">PhilPapers</a> <sup>[93]</sup>
<a href="#">POPLINE</a>	<a href="#">Population, Family Planning, Reproductive Health</a>	POPLINE® contains the world's most comprehensive collection of population, family planning and related reproductive health and development literature. An international resource, POPLINE helps program managers, policy makers, and service providers in low- and middle-income countries and in development-supportive agencies and organizations gain access to journal articles and other scientific, technical, and programmatic publications.	<a href="#">Knowledge for Health, Center for Communication Programs, Johns Hopkins Bloomberg School of Public Health</a> <sup>[94]</sup>
<a href="#">Psychology's Feminist Voices</a>	<a href="#">Psychology</a>	An online, multimedia digital archive containing the profiles of 250 feminist psychologists who have shaped and continue to transform	Based at <a href="#">York University</a> , Toronto, Canada. <sup>[98]</sup>

Name	Discipline(s)	Description	Provider(s)
<a href="#">PubChem</a>	<a href="#">Chemistry</a>	the discipline of psychology. Profiles are organized in two sections, "Women Past" and "Feminist Presence." All profiles on the Feminist Presence section contain original interview transcripts and video clips with the psychologist discussing their feminist development and academic career.	<a href="#">National Center for Biotechnology Information</a> and the <a href="#">U.S. National Library of Medicine</a> <sup>[99]</sup>
<a href="#">PubMed</a>	<a href="#">Biomedical</a>	PubPsych is a free information retrieval system for psychological resources. It offers a comprehensive and balanced selection of resources from a growing number of international databases with a European focus, covering the needs of academic and professional psychologists.	<a href="#">National Institutes of Health</a> and the <a href="#">U.S. National Library of Medicine</a> <sup>[100]</sup>
<a href="#">PubPsych</a>	<a href="#">Psychology</a>	PubPsych is a free information retrieval system for psychological resources. It offers a comprehensive and balanced selection of resources from a growing number of international databases with a European focus, covering the needs of academic and professional psychologists.	<a href="#">Leibniz Institute for Psychology Information</a>
<a href="#">RePEc: Research Papers in Economics</a>	<a href="#">Economics</a>		Volunteer Collaboration <sup>[104]</sup>

Name	Discipline(s)	Description	Provider(s)
<a href="#">Retina medical search</a>	Biomedical	Biomedical resources with special focus for medical professionals. searches among physician level standard documents eliminating patient level materials.	<a href="#">Retina medical search</a> <sup>[105]</sup>
<a href="#">Russian Science Citation Index</a>	<a href="#">Scientific journals</a>	A bibliographic database of scientific publications in Russian.	<a href="#">Scientific Electronic Library</a> <sup>[107]</sup>
<a href="#">SafetyLit</a>	Multidisciplinary	Citations and abstracts of journal articles and reports from researchers working in the more than 35 distinct professional disciplines (architecture - zoology) relevant to preventing unintentional injuries, violence, and self-harm.	<a href="#">Graduate School of Public Health, San Diego State University</a> <sup>[108]</sup> and the <a href="#">World Health Organization</a> 's Department of Violence and Injury Prevention <sup>[109]</sup>
<a href="#">SciELO</a>	Journals	SciELO is a bibliographic database and a model for cooperative electronic publishing in developing countries originally from Brazil. It contains 985 scientific journals from different countries in free and universal access, full-text format.	<a href="#">FAPESP</a> , <a href="#">CNPq</a> and <a href="#">BIREME</a>
<a href="#">Science.gov</a>	Multidisciplinary	A gateway to government science information and	Science.gov Alliance, 18 scientific and technical organizations from 14 federal

Name	Discipline(s)	Description	Provider(s)
		<p>research results. Science.gov provides a search of over 45 scientific databases and 200 million pages of science information with just one query, and is a gateway to over 2000 scientific Websites.</p>	<p>agencies that contribute to Science.gov. <a href="#">United States Department of Energy, Office of Scientific and Technical Information</a> serves as the operating agent for <a href="#">Science.gov</a>.<sup>[110]</sup></p>
<a href="#">Science Accelerator</a>	Multidisciplinary	<p>A gateway to results of DOE research and development and major R&amp;D accomplishments of interest to DOE.</p>	<p><a href="#">United States Department of Energy, Office of Scientific and Technical Information</a>.<sup>[111]</sup></p>
<a href="#">SearchTeam</a>	Multidisciplinary	<p>Students search together collaboratively for scholarly articles and resources</p>	Zakta <sup>[114]</sup>
<a href="#">SSRN: Social Science Research Network</a>	<a href="#">Social science</a>	<p>Contains an abstracts database and an electronic paper collection, arranged by discipline.</p>	<a href="#">Social Science Electronic Publishing, Inc.</a> <sup>[117]</sup>
<a href="#">INSPIRE-HEP</a>	<a href="#">Physics, (High Energy)</a>	<p>European <a href="#">vocational education</a> and training (VET) literature</p>	<a href="#">CERN, DESY, Fermilab, SLAC and IHEP</a> <sup>[118]</sup>
<a href="#">VET-Bib</a>	<a href="#">Social Science, Education</a>	<p><a href="#">WorldWideScience</a> is a global science gateway composed of national and international scientific databases and portals.</p>	<a href="#">European Centre for the Development of Vocational Training</a> <sup>[121]</sup>
<a href="#">WorldWideScience</a>	Multidisciplinary	<p>WorldWideScience accelerates scientific discovery and</p>	<p>The WorldWideScience Alliance, a multilateral partnership, consists of participating member countries and provides the governance structure for WorldWideScience. <a href="#">United States Department of Energy, Office of Scientific and</a></p>

Name	Discipline(s)	Description	Provider(s)
		progress by providing one-stop searching of databases from around the world. Multilingual WorldWideScience provides real-time searching and translation of globally dispersed multilingual scientific literature.	<a href="#">Technical Information</a> serves as the operating agent for <a href="#">WorldWideScience</a> . <sup>[125]</sup>

## LIST OF ONLINE DATABASES

This is a list of [online databases](#) accessible via the Internet.

### A - B

#### A

- [Abandoned & Little-Known Airfields](#)
- [Acronym Finder](#)
- [Aeiou Encyclopedia](#)
- [African American Registry](#)
- [Airdisaster.com](#)
- [Airiti Inc](#)
- [Airliners.net](#)
- [All Media Guide](#)
- [Allgame](#)
- [Allmovie](#)
- [Allmusic](#)
- [American National Corpus](#)
- [Amiga Games Database](#)
- [Animal Diversity Web](#)
- [Animal Genome Size Database](#)
- [Arachne \(archaeological database\)](#)
- [ArchINFORM](#)
- [Archive site](#)
- [ArtCyclopedia](#)

#### B

- [Bank of English](#)
- [Beilstein database](#)
- [BiblioPage.com](#)
- [Bibliotek.dk](#)
- [Big Cartoon DataBase](#)
- [Big Comic Book DataBase](#)
- [Bioinformatic Harvester](#)
- [BoardGameGeek](#)

## C - F

### C

- [CAMPUS \(database\)](#)
- [Catholic-Hierarchy.org](#)
- [CellarTracker](#)
- [ChEBI](#)
- [Chemical Abstracts Service](#)
- [Chessgames.com](#)
- [China Pollution Map Database](#)
- [CIDOB Foundation](#)
- [Cinema and Science](#)
- [CiteSeer](#)
- [Collection of Computer Science Bibliographies](#)
- [Comic book price guide](#)
- [Comics Buyer's Guide](#)
- [Credo Reference](#)
- [Croatian National Corpus](#)
- [Current Biography](#)

### D

- [DBLP](#)
- [DIALOG](#)
- [Dictionary of Canadian Biography](#)

### E

- [Earth Human STR Allele Frequencies Database](#)
- [EMBASE](#)
- [Encyclopedia Astronautica](#)
- [Encyclopedia Mythica](#)
- [English Short Title Catalogue](#)
- [Entrez](#)

- [Everyone's a Critic](#)

## F

- [Factiva](#)
- [Facts on File](#)
- [Fashion Model Directory](#)
- [Filmarchives online](#)
- [Find a Grave](#)
- [FINDbase](#) (the Frequency of INherited Disorders database)
- [FishBase](#)
- [Flags of the World](#)
- [Flora Europaea](#)

## G – I

### G

- [Gallica](#)
- [GameRankings](#)
- [GeneNetwork](#)
- [GEO-LEO](#)
- [Gesamtkatalog der Wiegendrucke](#)
- [GetCITED](#)
- [Getty Thesaurus of Geographic Names](#)
- [Golm Metabolome Database](#)
- [Google](#)
- [Grand Comics Database](#)

### H

- [Hoover's](#)
- [HotPads.com](#)

### I

- [INDUCKS](#)
- [IBISWorld](#)
- [Incunabula Short Title Catalogue](#)
- [IndexMaster](#)
- [Indian Railways Fan Club](#)
- [Inorganic Crystal Structure Database](#)
- [Interment.net](#)
- [International Directory of Philosophy](#)

- [Internet Archive](#)
- [The Internet Book Database](#)
- [The Internet Book Database of Fiction](#)
- [Internet Broadway Database](#)
- [Internet Movie Database](#)
- [Internet Movie Firearms Database](#)
- [Internet Off-Broadway Database](#)
- [Internet Public Library](#)
- [Internet Speculative Fiction Database](#)
- [Internet Theatre Database](#)
- [ISBNdb.com](#)

## J - N

### J

- [JibJab](#)
- [JamJar Story](#)

### K

- [Kdo byl kdo](#)
- [Killer List of Videogames](#)

### L

- [Lesson Planet](#)
- [LexisNexis](#)
- [The Literary Encyclopedia](#)

### M

- [Maven Semantic Healthcare Database](#)
- [MedlinePlus](#)
- [Metacritic](#)
- [Metropolitan Travel Survey Archive](#)
- [MICAD](#)
- [Mindat.org](#)
- [MobyGames](#)
- [Movie Review Query Engine](#)
- [MovieTome](#)
- [MSDSonline](#)

### N

- [Names Database](#)
- [NEO CANDO](#)
- [Newsknowledge](#)
- [Nichigai WHO](#)
- [NNDB](#)
- [NoorderSoft Waterways Database](#)

**O - S**  
**O**

- [On-Line Encyclopedia of Integer Sequences](#)
- [Open Source Vulnerability Database](#)

**P**

- [Paradisec](#)
- [PHI-base](#)
- [Philosophy Research Index](#)
- [Plant DNA C-values Database](#)
- [Plants for a Future](#)
- [Price guide](#)
- [ProQuest](#)
- [Proteomics Identifications Database](#)
- [Psephos](#)
- [PsycINFO](#)
- [PubChem](#)
- [Public Radio Fan](#)
- [PubMed Central](#)

**Q**  
**R**

- [RedLightGreen](#)
- [Roud Folk Song Index](#)

**S**

- [Scots Law Times](#)
- [SeatGuru](#)
- [Sherdog](#)
- [Sing365.com](#)
- [SmealSearch](#)
- [Svenskt Diplomatarium](#)

## T - Z

### T

- [TCM Movie Database](#)
- [Textfiles.com](#)
- [Tocsearch](#)
- [TOSEC](#)
- [The Simpsons Archive](#)
- [Transterm](#)
- [TV.com](#)

### U

- [Uchronia: The Alternate History List](#)
- [Ultimate Guitar Archive](#)

### V

- [VET-Bib](#)
- [Virtuoso Universal Server](#)
- [Vastari](#)

### W

- [Web of Science](#)
- [Who's Who \(UK\)](#)
- [WinCustomize](#)
- [Wind ENergy Data & Information \(WENDI\) Gateway](#)
- [Wikipedia](#)
- [World Biographical Information System Online](#)
- [WorldCat](#)
- [WorldWide Molecular Matrix](#)

### Z

- [Zabasearch.com](#)
- [Zillow](#)
- [ZINC database](#)

## LIST OF ONLINE DICTIONARIES

An **online dictionary** is a [dictionary](#) that is accessible via the [Internet](#) through a [web browser](#). They can be made available in a number of ways: free, free with a paid subscription for extended or more professional content, or a paid-only service. Some online dictionaries are organized as lists of words, similar to a [glossary](#), while others offer search features, [reverse lookups](#), and additional language tools and content such as verb conjugations, grammar references, and discussion forums.

### Selected online English dictionaries

The following is a concise list of online English dictionaries whose definitions are based upon well-established content.

- [Collins Online Dictionary](#) *Collins Unabridged English Dictionary; Collins Unabridged Thesaurus; Collins Webster's American English Dictionary*
- [Dictionary.com](#) *Dictionary.com Unabridged v. 1.1 and American Heritage Dictionary of the English Language, Fourth Ed.*
- [Merriam-Webster OnLine](#) *Merriam-Webster Online Dictionary*
- [Oxford Dictionaries Online](#) *Oxford Dictionary of English; New Oxford American Dictionary; Oxford Thesaurus of English; Oxford American Writer's Thesaurus*

### Advanced learner dictionaries

- [Cambridge Dictionaries Online](#) *Cambridge Advanced Learner's Dictionary*
- [Longman](#) *Longman Dictionary of Contemporary English*
- [Macmillan](#) *Macmillan English Dictionary for Advanced Learners*
- [Oxford University Press](#) *Oxford Advanced Learner's Dictionary*

### Other examples

#### Multilingual

- [dictindustry](#) free technical and business multilingual online dictionary for twenty languages (German, English, French, Spanish, Italian, and more) incl. example sentences and pictures
- [dict.cc](#) a free user-run multilingual dictionary centered around English and German, with the capacity to translate to Spanish, French, Icelandic, Esperanto, Albanian, Italian and many more.

- [LEO \(website\)](#) free multilingual collaborative dictionary for German
- [Madura English-Sinhala Dictionary](#) free English to [Sinhala](#) and vice versa online dictionary.
- [Multitran](#) a multilingual Internet-based dictionary centered on Russian, and provides an opportunity of adding your own translation
- [Ultralingua](#) free and premium multilingual dictionary
- [Webster's Online Dictionary: The Rosetta Edition](#): a multilingual online dictionary which compiles different online dictionaries and encyclopedia including Wiktionary and Wikipedia.
- [Wiktionary](#) a collaborative project run by the Wikimedia Foundation
- [WWWJDIC](#) Japanese-English

### **English language**

- [Free On-line Dictionary of Computing](#)
- [Logos Dictionary](#) Free online with additional premium content
- [Online Etymology Dictionary](#)
- [Pseudodictionary](#) Dictionary of user submitted made-up words (humour)
- [Reference.com](#) Word and language tool portal
- [Urban Dictionary](#) Dictionary of slang.
- [WordNet](#) a word database.
- [Wordnik](#)
- [Wordweb](#) Free and premium online English thesaurus and dictionary for Windows.

### **Other specific languages**

- [Academic Dictionary of Lithuanian](#)
- [Dictionary of the Scots Language](#)
- [Ekşi Sözlük](#) Turkish collaborative dictionary
- [Plattmakers](#) Low Saxon online dictionary
- [Susning.nu](#) Free Swedish online dictionary, opened 2001, now defunct
- [Svenska Akademiens ordbok](#)
- [Van Dale](#) Dictionary of the Dutch language
- [William Whitaker's Words](#) Latin dictionary
- [Woordenboek der Nederlandsche Taal](#) Dictionary of the Dutch language (free registration required)
- [Yeminlisozluk](#) Turkish translators' dictionary

## LIST OF INTERNET ENCYCLOPEDIAS

This is a list of encyclopedias accessible on the Internet. Access Free

### General references

Site	Language	Description
<a href="#">Appropedia</a>	English	Collaborative systems for sustainability, poverty reduction and international development
<a href="#">Baidu Baike</a>	Chinese	Collaborative online encyclopedia hosted by the major Chinese search engine <a href="#">Baidu</a>
<a href="#">Banglapedia</a>	<a href="#">Bengali</a> , English	General interest
<a href="#">The Canadian Encyclopedia</a>	English, French	General interest (original content of the hard copy Canadian Encyclopedia)
<a href="#">Citizendium</a>	English	General interest, wiki
<a href="#">Columbia Encyclopedia</a>	English	General interest
<a href="#">Conservapedia</a>	English	<a href="#">American conservative</a> and Christian interests
<a href="#">Den Store Danske Encyklopædi</a>	<a href="#">Danish</a>	General interest
<a href="#">Digital Universe</a>	English	Collection of articles on educational, cultural, and scientific topics
<a href="#">Doosan Encyclopedia</a>	<a href="#">Korean</a>	General interest
<a href="#">EcuRed</a>	Spanish	General interest. Cuban
<a href="#">Eksi Sözlük</a>	<a href="#">Turkish</a>	General interest
<a href="#">Encyclopedia of China</a>	Chinese	General interest
<a href="#">Encyklopedia Internautica</a>	<a href="#">Polish</a>	General interest
<a href="#">Enciclopedia Italiana di scienze, lettere ed arti</a>	Italian	General interest. Published by the <a href="#">Istituto dell'Enciclopedia Italiana Treccani</a>
<a href="#">Enciclopedia Libre Universal en Español</a>	Spanish	Fork of the Spanish Wikipedia, using <a href="#">wiki</a> software, released under the <a href="#">GFDL</a>

Site	Language	Description
<a href="#">Everything2</a>	English	General interest, users can submit articles on the topic of essentially anything
<a href="#">Gran Enciclopèdia Catalana</a>	<a href="#">Catalan</a>	General interest
<a href="#">Grand Larousse encyclopédique</a>	French	General interest
<a href="#">Great Soviet Encyclopedia</a>	Russian, English	General interest, often from the former official Soviet viewpoint.
<a href="#">Holocaust Encyclopedia</a>	English, <a href="#">Arabic</a> , <a href="#">Persian</a> , French, Spanish	Holocaust-related articles, published by the United States Holocaust Memorial Museum
<a href="#">Hudong</a>	Chinese	General interest. China's largest wiki
<a href="#">Encyclopedia of Ukraine</a>	English	General interest
<a href="#">Internetowa encyklopedia PWN</a>	<a href="#">Polish</a>	General interest
<a href="#">Kdo byl kdo</a>	<a href="#">Czech</a>	Biographies on notable <a href="#">Czech</a> and <a href="#">Slovak people</a>
<a href="#">Keyinpedia</a>	Chinese	General interest
<a href="#">King Abdullah Abdul Aziz Health Encyclopedia</a>	<a href="#">Arabic</a> , English	Health encyclopedia
<a href="#">Marathi Vishwakosh</a>	<a href="#">Marathi</a>	General Interest
<a href="#">Marefa</a>	<a href="#">Arabic</a>	General interest
<a href="#">Metapedia</a>	<a href="#">Hungarian</a> , German, English, Spanish, <a href="#">Swedish</a> , <a href="#">Romanian</a> , <a href="#">Estonian</a> , French, <a href="#">Slovenian</a> , <a href="#">Czech</a> , <a href="#">Portuguese</a> , <a href="#">Norwegian</a> , <a href="#">Croatian</a> , <a href="#">Danish</a> , <a href="#">Greek</a> , <a href="#">Dutch</a>	Far right-wing, <a href="#">white nationalist</a> and <a href="#">neo nazi</a> encyclopedia
<a href="#">Meyers Konversations-Lexikon 4. ed. 1888 - 1892</a>	German	General interest
<a href="#">Proleksis Encyclopedia</a>	<a href="#">Croatian</a>	General and national encyclopedia
<a href="#">Sarvavijnanakosam</a>	<a href="#">Malayalam</a>	General interest
<a href="#">Scholarpedia</a>	English	Articles are written by scholars and peer-reviewed for accuracy
<a href="#">Store norske leksikon</a>	<a href="#">Norwegian (Bokmål)</a>	General interest
<a href="#">Tamil Encyclopedia</a>	<a href="#">Tamil</a>	General Interest

Site	Language	Description
<a href="#">Từ điển Bách khoa toàn thư Việt Nam</a>	<a href="#">Vietnamese</a>	General interest. State-sponsored encyclopedia.
<a href="#">Uncyclopedia</a>	<a href="#">Multilingual</a>	Humour encyclopedia
<a href="#">Wikidia</a>	English, French, Italian, Russian, Spanish	Articles designed for children ages 8–13
<a href="#">WIEM Encyklopedia</a>	<a href="#">Polish</a>	General interest
<a href="#">Wikipedia</a>	See list <a href="#">here</a>	General interest, <a href="#">wiki</a>

## Biography

Site	Language	Description
<a href="#">Australian Dictionary of Biography</a>	English	Entries on notable Australians who have died
<a href="#">Dictionary of Canadian Biography</a>	English, French	Entries on notable Canadians
<a href="#">Dictionary of Greek and Roman Biography and Mythology</a>	English	Focuses on topics dealing with Greek and Roman mythology and people
<a href="#">Dictionary of Irish Architects</a>	English	Biographical information on Irish architects from 1720 to 1940
<a href="#">Dictionary of New Zealand Biography</a>	English, <a href="#">Māori</a>	Entries on notable New Zealanders who have died
<a href="#">Dizionario Biografico degli Italiani</a>	Italian	<i>Biographical Dictionary of Italian People</i> , published by the <a href="#">Istituto dell'Enciclopedia Italiana Treccani</a>

## Antiquities, arts, and literature

Site	Language	Description
<a href="#">A Dictionary of Greek and Roman Antiquities</a>	English	Incorporates text from the 19th century encyclopedia of the same name. Focuses on topics of cultural and historical Greek and <a href="#">Roman</a> significance.
<a href="#">Enciclopedia Dantesca</a>	Italian	Devoted to <a href="#">Dante Alighieri</a> and his time, by the <a href="#">Istituto dell'Enciclopedia Italiana Treccani</a>
<a href="#">Encyclopedia Mythica</a>	English	Contains articles on <a href="#">mythology</a> , <a href="#">folklore</a> , and religion
<a href="#">Harpers Dictionary of Classical Antiquities</a>	English	Covers subjects of classical antiquity

Site	Language	Description
<a href="#">The History of Nordic Women's Literature</a>	English, Danish, Swedish	Searchable online English-language version including many biographies
<a href="#">SIKART</a>	English, German, French, Italian	Biographical dictionary and database of Swiss visual art

## Culture and country-specific

Site	Language	Description
<a href="#">Aeiou Encyclopedia</a>	German, English	Online database of Austrian culture
<a href="#">Encyclopedia of Alabama</a>	English	Articles on the state of <a href="#">Alabama</a>
<a href="#">Encyclopedia of Arkansas</a>	English	A project of the <a href="#">Central Arkansas Library System</a> and is the only U.S. state encyclopedia sponsored by a public library
<a href="#">Dictionary of Sydney</a>	English	Articles on the history and culture of Sydney, Australia
<a href="#">Dictionary of Greek and Roman Geography</a>	English	Focuses on topic relating to Greek and Roman geography
<a href="#">Encyclopædia Iranica</a>	English, plans for a future <a href="#">Persian</a> version	Topics on the influence of the <a href="#">Iranian peoples</a> throughout history
<a href="#">Encyclopedia of Korean Culture</a>	<a href="#">Korean</a>	Korea-related topics
<a href="#">Encyclopedia of Ukraine</a>	English and <a href="#">Ukrainian</a>	<a href="#">Ukraine</a> related articles
<a href="#">Gazetteer for Scotland</a>	English	Articles on the geography and locations of <a href="#">Scotland</a>
<a href="#">glbtq.com</a>	English	Gay, lesbian, bisexual, transgender, and queer culture.
<a href="#">Handbook of Texas</a>	English	Articles on the U.S. State of <a href="#">Texas</a>
<a href="#">Jewish Encyclopedia</a>	English	The state of <a href="#">Judaism</a> and the <a href="#">Jews</a> (as of 1901)
<a href="#">Jewish Virtual Library</a>	English	Portals to essential <a href="#">Jewish</a> topics
<a href="#">Looklex Encyclopaedia</a>	English (based in <a href="#">Norway</a> )	Middle East and <a href="#">North African</a> topics (known as CiAS 1996-1999)
<a href="#">New Georgia Encyclopedia</a>	English	Articles on the U.S. state <a href="#">Georgia</a>
<a href="#">The Oregon Encyclopedia</a>	English	Articles pertaining to <a href="#">Oregon</a>
<a href="#">Panyathai</a>	<a href="#">Thai</a> , limited English	General interest. Designed to honor the Thai king <a href="#">Bhumibol Adulyadej</a>

Site	Language	Description
<a href="#">Te Ara: The Encyclopedia of New Zealand</a>	English, <a href="#">Māori</a>	The New Zealand government site with content on the country
<a href="#">Vienna History Wiki</a>	German	Articles on the history of the city of <a href="#">Vienna</a> , Austria. Includes 31,000 entries from the 2nd edition of <i>Historisches Lexikon Wien</i> .

## Pop culture and fiction

Site	Language	Description
<a href="#">Don Markstein's Toonopedia</a>	English	Focuses on articles pertaining to print and animated cartoons
<a href="#">Encyclopedia Dramatica</a>	English	Satirical <a href="#">NSFW</a> wiki mostly covering <a href="#">Internet memes</a> ; claims to be based on <a href="#">the Devil's Dictionary</a> .
<a href="#">Fringeopedia</a>	English	Contains articles pertaining to the American television drama <a href="#">Fringe</a> .
<a href="#">H2G2</a>	English	Collection of sometimes humorous encyclopedia articles, based on Douglas Adams's <i>The Hitchhiker's Guide to the Galaxy</i> .
<a href="#">Heroes Wiki</a>	English, <a href="#">Dutch</a> , French, German, <a href="#">Hebrew</a> , Italian, <a href="#">Portuguese</a> , Spanish, <a href="#">Swedish</a> , <a href="#">Turkish</a>	Contains articles pertaining to the American television drama <a href="#">Heroes</a> .
<a href="#">Lostpedia</a>	English, German, Spanish, French, Italian, Japanese, <a href="#">Dutch</a> , <a href="#">Polish</a> , <a href="#">Portuguese</a> , Russian, Chinese	Contains articles pertaining to the hit drama <a href="#">Lost</a>
<a href="#">Memory Alpha</a>	English, <a href="#">Bulgarian</a> , Chinese, <a href="#">Czech</a> , <a href="#">Dutch</a> , <a href="#">Esperanto</a> , French, German, <a href="#">Polish</a> , <a href="#">Portuguese</a> , Russian, <a href="#">Serbian</a> , Spanish, <a href="#">Swedish</a>	Articles about <a href="#">Star Trek</a>
<a href="#">The Encyclopedia of Science Fiction</a>	English	Authors, books, films of SF
<a href="#">The Rocklopedia Fakebandica</a>	English	Articles on fake bands from popular entertainment
<a href="#">TV Tropes</a>	English, German, Esperanto, Spanish, French, Norwegian, Finnish, Swedish, Al Bhed, Quenya	Articles related to the devices and conventions that a fiction writer can reasonably rely on as being present in the audience members' minds and expectations

Site	Language	Description
<a href="#">The Vault</a>	English, German, Spanish, Bulgarian, <a href="#">Finnish</a> , French, <a href="#">Georgian</a> , <a href="#">Hungarian</a> , Italian, Japanese, Korean, <a href="#">Lithuanian</a> , Dutch, <a href="#">Norwegian</a> , <a href="#">Polish</a> , Portuguese, Russian, Swedish, <a href="#">Turkish</a> , Chinese	<a href="#">Fallout</a> -related articles
<a href="#">Wookieepedia</a>	English, German, Spanish, <a href="#">Bulgarian</a> , <a href="#">Danish</a> , <a href="#">Finnish</a> , French, <a href="#">Croatian</a> , <a href="#">Hungarian</a> , Italian, Japanese, Dutch, <a href="#">Norwegian</a> , <a href="#">Polish</a> , Portuguese, Russian, <a href="#">Romanian</a> , <a href="#">Slovak</a> , <a href="#">Slovene</a> , Swedish, Chinese	<a href="#">Star Wars</a> -related articles
<a href="#">WoWWiki</a>	English, German, Spanish, French, Czech, Danish, <a href="#">Greek</a> , <a href="#">Persian</a> , Finnish, <a href="#">Hebrew</a> , Hungarian, <a href="#">Icelandic</a> , Italian, <a href="#">Lithuanian</a> , <a href="#">Latvian</a> , Dutch, <a href="#">Nynorsk</a> , <a href="#">Bokmål</a> , Polish, Portuguese, <a href="#">Brazilian Portuguese</a> , Russian, <a href="#">Slovak</a> , Korean, Japanese, Chinese	<a href="#">World of Warcraft</a> -related articles

## Mathematics

Site	Language	Description
<a href="#">Encyclopedia of Mathematics</a>	English	Encompasses articles on the topic of mathematics
<a href="#">EqWorld</a>	English, Russian	Articles on <a href="#">mathematical equations</a>
<a href="#">MathWorld</a>	English	Articles on a wide variety of math related topics
<a href="#">On-Line Encyclopedia of Integer Sequences</a>	English	Encyclopedia of number sequences (what is next term after 1,2,4,9,20,48,115, ..., say?)
<a href="#">PlanetMath</a>	English	Math related topics and articles

## Music

Site	Language	Description
<a href="#">Encyclopaedia Metallum</a>	English	Archives of <a href="#">heavy metal</a> bands
<a href="#">MOOMA</a>	<a href="#">Hebrew</a>	Articles on Israeli music and musical artists
<a href="#">New Gibraltar Encyclopedia of Progressive Rock</a>	English	Vast <a href="#">progressive rock</a> database of bios, news and reviews

## Philosophy

Site	Language	Description
<a href="#">Encyclopedia of Marxism</a>	multi-lingual	Topics related to the study of <a href="#">Marxism</a>
<a href="#">Internet Encyclopedia of Philosophy</a>	English	Philosophy related articles
<a href="#">Stanford Encyclopedia of Philosophy</a>	English	Philosophy subjects

## Politics and history

Site	Language	Description
<a href="#">Cyclopaedia of Political Science</a>	English	Articles pertaining to science, economics, and American authors. The 1899 edition is available online
<a href="#">dKosopedia</a>	English	A political encyclopedia written from a left/progressive/liberal/Democratic point of view
<a href="#">Encyclopedia of World Problems and Human Potential</a>	English	Presents articles on perceived human problems
<a href="#">HistoryLink</a>	English	Articles on the history of <a href="#">Washington State</a>
<a href="#">JurisPedia</a>	<a href="#">Arabic</a> , English, Chinese, French, German, Spanish, <a href="#">Dutch</a>	An academic encyclopedia on the concepts of law

## Religion and theology

Site	Language	Description
<a href="#">Boston Collaborative Encyclopedia of Western Theology</a>	English	Articles on Western Christian theology
<a href="#">Catholic Encyclopedia</a>	English	Topics relating to <a href="#">Catholicism</a>
<a href="#">Christian Cyclopedia</a>	English	A collection of historical and theological information
<a href="#">Easton's Bible Dictionary</a>	English	Articles on Christianity and theology
<a href="#">Encyclopaedia Biblica</a>	English	Contains articles pertaining to "the Literary, Political and Religious History, the Archaeology, Geography, and Natural History of the Bible"
<a href="#">Encyclopedia of Mormonism</a>	English	Articles by <a href="#">Mormon academics</a> on <a href="#">history</a> and <a href="#">doctrine</a> of <a href="#">The Church of Jesus Christ of Latter-day Saints</a> (LDS Church).

Site	Language	Description
<a href="#">Global Anabaptist Mennonite Encyclopedia Online</a>	English	Topics relating to <a href="#">Anabaptism</a> and <a href="#">Mennonites</a>
<a href="#">Jewish Encyclopedia</a>	English	Topics relating to <a href="#">Judaism</a>
<a href="#">New Advent</a>	English	Articles on <a href="#">Catholicism</a> and <a href="#">apologetics</a>
<a href="#">Punjabipedia</a>	<a href="#">Punjabi</a>	Entries on Sikhism

## Science

Site	Language	Description
<a href="#">APpedia</a>	Chinese	Contains articles on the subject of general <a href="#">animal protection</a>
<a href="#">Encyclopedia Astronautica</a>	English	Contains articles on the subject of <a href="#">space exploration</a> and <a href="#">astronomy</a>
<a href="#">Encyclopedia of Earth</a>	English	Articles on the Earth and its ecosystems
<a href="#">Encyclopedia of Science</a>	English	A-to-Z of science (and technology, mathematics, philosophy, etc.) maintained and updated on a daily basis by astronomer/author David Darling
<a href="#">ScienceWorld</a>	English	Covers astronomy, scientific biography, chemistry, and physics. Like <a href="#">MathWorld</a> , it is edited by <a href="#">Eric Weisstein</a> .

## Biology-Life science

Site	Language	Description
<a href="#">Animal Diversity Web</a>	English	Student wiki-type database at the <a href="#">University of Michigan</a> of animal natural history, distribution, classification, and conservation biology.
<a href="#">ARKive</a>	English	Visual and audio recordings of the world's species
<a href="#">Encyclopedia of Life</a>	English, French	Seeks to categorize all 1.8 million known species on the planet
<a href="#">Erowid</a>	English	Information about <a href="#">psychoactive</a> substances
<a href="#">Flora Europaea</a>	English	Covers different plant species
<a href="#">Macroscopic Observatory</a>	English	Covers <a href="#">Flora</a> and <a href="#">Fauna</a>
<a href="#">Palaeos</a>	English	Covers <a href="#">palaeontology</a>
<a href="#">The Plant List</a>	English	Covers <a href="#">Flora</a>
<a href="#">Wikispecies</a>	English	Seeks to create a catalogue of all living things
<a href="#">ZipcodeZoo</a>	English	Encyclopedia of all living things

## Computer

Site	Language	Description
<a href="#">Javapedia</a>	English	Coverage of all topics related to the <a href="#">Java platform</a>

## Medicine and surgery

See also: [List of medical wikis](#)

Site	Language	Description
<a href="#">Ganfyd</a>	English	Medical content
<a href="#">Radiopaedia</a>	English	Articles on <a href="#">medical imaging</a> used in <a href="#">radiology</a> and <a href="#">radiography</a>

## **Strategic Resource Planning** *(Infrastructure, Library, and Digital Resources)*

### **1. Purpose**

The purpose of this Strategic Resource Planning is to safeguard that the College's **physical, academic, and digital resources are systematically affiliated with projected student enrolment, programme development, and institutional growth**. Thus, it supports sustainable development and ensures that adequate resources are available to maintain high-quality teaching, learning, and research activities.

### **2. Strategic Planning**

Resource planning is conducted as follows:

- **Short-term planning:** 1 year (annual operational regulations)
- **Medium-term planning:** 3 years (programme development and enrolment trends)
- **Long-term planning:** 5 years (institutional expansion, infrastructure investment, and digital transformation)

### **3. Enrolment Monitoring and Forecasting**

- Annual analysis of **student enrolment data and application trends**
- Monitoring **programme demand and labour market needs**
- Evaluation of **student retention and progression rates**
- Preparation of **annual enrolment forecasts**

These projections will define decisions regarding **recruitment, infrastructure, digital platforms, and library resources**.

### **4. Infrastructure Planning**

Infrastructure planning will ensure that there are enough classrooms to justify future programme growth.

- Annual review of **classroom capacity and utilisation**
- Development of **flexible learning environments** to support collaborative learning
- Periodic review of **equipment and laboratory facilities**
- Planning of potential **expansion** if enrolment increases

## 5. Library Development Strategy

The College will continue strengthening the role of its libraries as modern learning environments.

- Annual review of **library collections and subscriptions**
- Expansion of **digital databases and electronic resources**
- Periodic evaluation of **student and faculty library usage**
- Enhancement of library spaces to support:
  - individual study
  - collaborative learning
  - project presentations
  - seminars and experiential workshops

Student feedback through **surveys and focus groups** will guide library development priorities.

## 6. Digital Infrastructure and Learning Technologies

The College constantly invests on modern learning environments and digital learning tools.

### Key actions

- Regular evaluation of the **Learning Management System (LMS)**
- Expansion of **digital learning resources and online academic tools**
- Integration of **educational technologies that support hybrid and flexible learning**
- Ongoing upgrades to **IT infrastructure and network capacity**

## 7. Monitoring and Evaluation

The effectiveness of resource planning will be monitored through structured quality assurance mechanisms.

### Monitoring tools

- Annual **Resource Planning Review Report**
- **Student satisfaction surveys**
- **Staff feedback on teaching resources**
- Library usage statistics
- Infrastructure utilisation reports

## 8. Governance and Responsibility

The implementation and monitoring of the Strategic Resource Planning will involve:

- **College Management** – strategic planning and resource allocation
- **Quality Assurance Committee** – monitoring and evaluation
- **Academic Departments** – identification of programme-specific needs
- **Library and IT Services** – implementation of resource development plans

## **9. Constant Development**

The Strategic Resource Planning will be **revised annually** to ensure that institutional resources remain aligned with:

- student enrolment trends
- programme development
- technological advancements
- quality assurance requirements and **ESG standards**

Attachment 15

[Internal Regulations - CDA College](#)



---

## INTERNAL REGULATIONS



## STUDENTS' HANDBOOK

**Attachment 16**



**GUIDELINES FOR THE USE OF ARTIFICIAL INTELLIGENCE  
IN TEACHING, LEARNING AND ASSESMENT**

## Contents

<b><u>PART A: General Framework and Objectives</u></b> .....	149
<b><u>PART B: Guidelines for the Use of Artificial Intelligence in Teaching</u></b> .....	150
<u>Pedagogically Appropriate Use of AI</u> .....	150
<u>Promoting Integrity in Teaching</u> .....	151
<u>Compliance and Enforcement</u> .....	151
<u>Data Privacy and Security</u> .....	153
<u>Ethical Considerations in the Use of AI</u> .....	153
<u>Ethics in the Use of Artificial Intelligence in Student Assessment</u> .....	153
<u>Ensuring Content Accuracy and Accountability</u> .....	153
<u>Faculty Professional Development and Institutional Support</u> .....	153
<b><u>PART C: Guidelines for the Use of Artificial Intelligence by Undergraduate and Graduate Students</u></b> .....	154
<u>Confidentiality and Data</u> .....	154
<u>Verification of Artificial Intelligence Content</u> .....	154
<u>Learning Enhancement</u> .....	155
<u>Cross-checking AI-Generated Information</u> .....	155
<u>Avoiding Reliance on Artificial Intelligence Tools</u> .....	155
<b><u>PART D: Guidelines for the Use of Artificial Intelligence in Research</u></b> .....	156
<u>Artificial Intelligence in Research Methodology</u> .....	156
<u>Data Protection in Research</u> .....	156
<u>Ethical Considerations in the Use of Artificial Intelligence</u> .....	156
<u>Ensuring Content Accuracy and Accountability</u> .....	157
<u>Accuracy of Information</u> .....	157
<u>Misinterpreted Data</u> .....	157
<u>Recognizing Limitations of Artificial Intelligence</u> .....	157
<b><u>Appendix I - Transparency of AI Use</u></b> .....	157
<b><u>Appendix II - Guidelines for the Use of Artificial Intelligence in Teaching</u></b> .....	159
<b><u>Annex III - Guidelines during evaluation</u></b> .....	160

## **PART A: General Framework and Objectives**

Artificial Intelligence (AI) is a relatively new technology that has transformed the way we live and work. Higher education is no exception. AI can significantly improve the quality and efficiency of the learning process, influencing teaching methods, assessment practices, and learning outcomes. While AI tools offer opportunities to enhance learning, they cannot replace critical thinking. Therefore, the results of their use should not be perceived as the products of personal thinking or authentic learning.

The CDA College encourages the use of modern technological tools as a means of upgrading education, research and the learning experience. Their integration into teaching allows the adaptation of learning methods to the needs of students, enhancing active participation and a personalized approach. At the same time, the CDA College recognizes the risks associated with the use of technology and is committed to responsibly addressing the possibility of misuse. In addition, it prioritizes the protection of privacy and the proper management of personal data. AI is already being applied in multiple forms and its presence in higher education is expected to increase in the future. Its use can support both the work of teaching staff and the learning path of students, providing tools that meet the requirements of the modern and future work environment. Although the reliability of AI tools may be questioned, their use can hardly be prevented. For this reason, it is crucial that they are used with awareness and responsibility. The existence of common expectations regarding the acceptable, unacceptable and responsible use of AI is essential. Teachers and students must understand the limits and possibilities of AI tools when they are used for learning purposes. In this direction, the Learning Enhancement and Development Network offers support through seminars and experiential workshops. Teaching staff can also receive guidance to effectively support students in the correct use of AI tools. In collaboration with the Senate Ethics and Ethics Committee and the Information Systems and Technology Service, the Network has formulated proposals for the responsible use of AI. These proposals aim to support teaching and research, but also to ensure the ethical use of the tools by the entire CDA College community.

This policy applies to all members of the CDA College community, including faculty, staff, and students and has been developed in line with the CDA College “Quality Assurance Resolution for the Use of Artificial Intelligence Tools”, approved by the QA of the CDA College during its monthly Meeting, March 2026.

**AI Policy Guidelines Committee:**

- Dr. Pavlos Panayi
- Dr. Andreas Toffaris (Head of Aristotle Research Center)
- Dr George Melillos (AI Expert)
- Dr. Despoina Kouali (Psychologist)
- Two Faculty Members
- Other experts that will be invited to participate in the Committee on an ad-hoc basis

**PART B: Guidelines for the Use of Artificial Intelligence in Teaching**

Academic staff are encouraged to familiarize themselves with developments in AI tools to support their teaching processes. This familiarization includes the use of AI to develop course materials, structure and content, interactive activities and assignments, and provide feedback, while ensuring that AI tools are used to augment, not replace, their professional judgment, providing an improved learning experience.

**Pedagogically Appropriate Use of AI**

Instructors can determine the pedagogically appropriate use of AI in relation to the learning outcomes of a task or course (See Appendix II - Guidelines for the Use of Artificial Intelligence in Teaching) and incorporate it into the lesson plan.

Instructors can adopt, limit, or prohibit the use of AI to serve the learning outcomes of their course.

Instructors can also ask students to report which application of AI has been used and how. In the event that instructors allow or encourage the use of AI tools, they should choose tools that are accessible to all students and avoid tools that require a subscription. Copying from AI tools is prohibited. AI may be permitted by the instructor for prompting, voice recognition for transcriptions, spelling and grammar checking, or other purposes as determined by the instructor. The use of AI must be clearly stated and explained in assignments, exams, oral presentations, or

in the creation of artifacts submitted by students. Instructors may also incorporate relevant instructions into their assignments (see Appendix I).

### **Promoting Integrity in Teaching**

Academic staff should provide clear instructions to students regarding the use of AI tools in their courses each semester. They should also provide guidance on the ethical and responsible use of AI tools, support students' academic ethics and responsible use, and develop subject-specific skills. Faculty should promote responsible use of AI by disclosing any use of tools in research publications, presentations, or course content. Materials generated by AI should be clearly labeled and referenced, ensuring transparency in the use of AI.

**Student Guidance:** Instructors should clearly communicate to students the appropriate use of AI tools in their courses. Each course should have its own AI policy explained in the syllabus, specifying what is permitted (e.g., using AI to generate ideas versus writing entire papers). Table One presents the four types of Policies for the Use of Artificial Intelligence in Courses.

### **Compliance and Enforcement**

**Policy Compliance:** All users of generative AI tools at the University of Nicosia are expected to comply with this policy. Failure to adhere to the policy may result in disciplinary actions, following established university procedures and internal regulations.

**Monitoring and Reporting:** The University may implement monitoring mechanisms to ensure compliance with this policy. Users are encouraged to report any concerns or violations related to the use of generative AI tools to the AI Policy and Initiatives Committee.

**Table 1***Common Policy Types for the Use of Artificial Intelligence Tools and Declarations of Use or Non-Use*

<b>Policy Type</b>	<b>Description</b>	<b>Examples of written statement by instructors in the course outline</b>	<b>Example of Mandatory Statement of Use or Non-Use of AI by students</b>
Complete Prohibition	The use of AI tools is strictly prohibited in any case.	The use of AI tools by students (e.g. ChatGPT, DALL·E 2, GitHub Copilot, Google Gemini) is not permitted at any stage of the work and is considered a violation.	Mandatory Declaration of Non-Use of AI: "I acknowledge that I did not use any form of artificial intelligence creation tool in my work."
Allowed only with Instructor's Permission	Use of AI is permitted only upon written approval by the instructor, with a reasoned description of the intended use. Unauthorized use is considered a violation.	The use of AI tools by students (e.g. ChatGPT, DALL·E 2, GitHub Copilot, Google Gemini) is only permitted for specific activities, such as [e.g. language editing / idea planning].	Mandatory Usage Statement (if approved) Tool name and version, Provider (e.g. Microsoft), Tool URL, Usage description, Prompt statement In-text citation: (e.g. ChatGPT, 2024) Bibliography: (e.g. ChatGPT, OpenAI, accessed May 10, 2025)
Permitted with explicit reference in the bibliography	Use is permitted in certain assignments, as defined in the course outline. If an AI tool is used, a documented reference and description of how it is used is required.	The use of AI tools by students (e.g. ChatGPT, DALL·E 2, GitHub Copilot, Google Gemini) is permitted, provided that it is clearly and transparently stated.	Mandatory Usage Statement: Name/version/provider Tool URL Usage description Prompt(s) used In-text and bibliography as above
Free Use without Attribution	Students can use AI tools without restrictions and without obligation to cite. No documentation or bibliographic reference is required.	The use of AI tools by students (e.g. ChatGPT, DALL·E 2, GitHub Copilot, Google Gemini) is freely permitted and encouraged to be declared clearly and transparently.	Optional Statement Recording tools is recommended for transparency and reflection purposes, but is not required by the instructor.

### **Data Privacy and Security**

Academics should avoid introducing sensitive or private information (e.g. student personal data) into publicly available AI systems. Faculty are responsible for ensuring that the use of AI complies with both the CDA College's data protection policies (GDPR).

### **Ethical Considerations in the Use of AI**

Academics should consider the inherent biases of AI systems and how these may impact their teaching. The results produced by AI should be critically evaluated for potential biases, and faculty should teach students about the ethical implications of AI.

### **Ethics in the Use of Artificial Intelligence in Student Assessment**

When designing assessment, instructors should design tasks that can "resist" AI, emphasizing critical thinking, creativity, and multidimensional problem solving that AI cannot easily replicate. It is recommended that instructors adapt teaching and/or assessment methods to require critical thinking and creativity (e.g., artifact construction, scenarios, case studies, problem solving). Guidelines for the use of AI in assessment and grading are available in Appendix III and IV.

Developing Cognitive Competence in Artificial Intelligence: Academics should also ensure that students understand both the potential and limitations of AI tools and can use them ethically in their academic work.

### **Ensuring Content Accuracy and Accountability**

AI tools are not infallible. Faculty must critically evaluate AI outputs for accuracy and correctness and ensure that AI does not introduce errors or misinformation. All content generated by AI must be rigorously reviewed before being incorporated into educational materials. Academics are fully responsible for the results and conclusions produced using AI tools. The use of AI does not relieve faculty from the obligation to ensure the quality and reliability of educational materials.

### **Faculty Professional Development and Institutional Support**

Faculty is encouraged to stay informed about the latest developments in AI, including emerging ethical challenges, advances in AI research, and updates on AI policy at CDA College.

## **PART C: Guidelines for the Use of Artificial Intelligence by Undergraduate and Graduate Students**

Students are always personally responsible for the work they submit and the output produced by AI cannot be presented as their own (unless explicitly permitted in the Course Outline). AI cannot be used as a substitute for learning, thinking and/or information processing. Students are responsible for cross-checking the outputs produced by AI tools for the purposes of information validity and avoiding plagiarism or avoiding the use of personal data<sup>3</sup>. The use of AI tools is only permitted if approved by the course instructor. Any use of AI must be explicitly stated and properly cited (see Library). Students must use AI responsibly and ethically, ensuring that it enhances their learning without compromising their academic integrity. Excessive use or use without permission may have negative effects on their academic performance. Unauthorized use of AI for assignments, reports, or exams is considered academic misconduct and may result in disciplinary action. Students must follow the AI usage guidelines provided by the instructor, which may vary depending on the nature of the assignment or course.

### **Confidentiality and Data**

Students should avoid inputting personal or confidential data into AI tools. Confidential data includes, but is not limited to, personally identifiable information (PII), academic records, medical information, human resources records, financial data, and non-public research data. Creative AI systems often record and store input data, which makes them vulnerable to unauthorized access or exposure to third parties.

Be aware of the CDA College's GDPR policy and ensure your compliance with it. Ensure that your research complies with data protection laws, such as the General Data Protection Regulation (GDPR).

### **Verification of Artificial Intelligence Content**

AI tools, while useful, can produce inaccurate or misleading information. Students are responsible for critically evaluating and verifying all AI-generated content before incorporating it into assignments, research, or any academic work. Reliance on AI without proper verification or validation can lead to errors, misinterpretations, or academic misconduct. It is essential that

students apply their knowledge and consult reliable sources to ensure the accuracy and reliability of the final submission.

### **Learning Enhancement**

AI tools should complement the learning process, assisting in areas such as programming, brainstorming, or generating proposals, but should not replace critical thinking or personal problem solving. For some assignments, the use of AI may be limited. Always consult your course outline or instructor for guidance.

### **Examples of Acceptable Use of Artificial Intelligence**

**Data Analysis:** The use of AI to analyze large amounts of data, provided that the results are interpreted and validated by the student.

**Literature Review:** AI tools can help find relevant articles, but critical analysis and summaries should be the student's work.

**Language Improvement:** AI can be used to improve the quality of language, but its role should be stated to avoid misrepresentation of contributions.

### **Cross-checking AI-Generated Information**

AI tools can produce false content, rely on inaccurate sources, create outdated information, and reflect biases that are present in their training data. Students should always verify information generated by AI tools with existing literature or reliable sources.

### **Avoiding Reliance on Artificial Intelligence Tools**

Overreliance on AI tools can lead to a decline in critical thinking and problem-solving skills among students<sup>5</sup>. AI tools should not replace original thinking or analysis, but rather support it. Students should view AI as a support tool, not a substitute for core skills such as critical thinking, writing, or problem-solving.

### **Example:**

Using AI to summarize previous studies is acceptable, as long as it is properly cited, but students should avoid using AI to produce new findings without fully understanding or verifying them.

Instead of using AI for ready-made answers, students can use it to understand difficult concepts or to help with practice exercises.

## **PART D: Guidelines for the Use of Artificial Intelligence in Research**

As AI tools become increasingly prevalent in academic research, researchers are required to evaluate AI-generated content to maintain rigorous academic standards. Researchers should demonstrate responsible use of AI by disclosing any use of tools in research publications, presentations, or course content. Materials generated by AI should be clearly labeled and referenced, ensuring transparency in the use of AI.

### **Artificial Intelligence in Research Methodology**

AI can help with hypothesis generation, big data analysis, or data processing acceleration. However, AI should not replace core research methodologies, and the ultimate responsibility for academic credibility lies with the student.

### **Data Protection in Research**

Students working with confidential data are urged to be cautious when using TN6 tools. Public TN tools should not be used for sensitive research data. There are currently six (6) major language models (LLMs) that present similar information security risks (Closed and/or controlled models) in their own cloud infrastructures.

- OPENAI - CHATGPT
- Microsoft - Copilot
- Google - Gemini, BERT
- Anthropic – Claude
- Groq, Inc – Groq (Mr. Elon Musk)
- LAMMA – META

### **Ethical Considerations in the Use of Artificial Intelligence**

Researchers should consider the inherent biases of AI systems and how these may impact their research. The results produced by AI should be critically assessed for potential biases.

Researchers should use AI in ways that promote social good, ensuring that its use is aligned with ethical principles of justice, equity, and integrity. This is particularly important in research areas that directly impact society (e.g., healthcare, education, law).

Staff and researchers are encouraged to experiment with AI to promote academic innovation. AI can be used to improve data analysis, automate certain tasks, and explore new research

methodologies. However, AI should enhance—not replace—critical thinking, creativity, and research rigor.

AI offers opportunities for collaboration across disciplines. Academics are encouraged to collaborate with colleagues from computer science, ethics, and data science to explore the full potential of AI while mitigating its risks.

### **Ensuring Content Accuracy and Accountability**

**Validating Content Generated by Artificial Intelligence:** AI tools are not infallible. Researchers and educators must critically evaluate AI outputs for their accuracy and correctness and ensure that AI does not introduce errors or misinformation into their work.

### **Accuracy of Information**

AI can produce incorrect or outdated data, such as citing discredited studies or misinterpreting statistics. Researchers should cross-check information produced by AI with peer-reviewed literature, reliable databases, or recent publications. Discrepancies should be corrected, and only verified sources should be cited.

### **Misinterpreted Data**

AI can produce mathematically correct analyses that are not aligned with research objectives. Double-check analyses produced by AI with alternative methods and datasets. Consistency with the research hypothesis and methodology must be ensured.

Recognizing Limitations of Artificial Intelligence

### **Recognizing Limitations of Artificial Intelligence**

Recognize that AI cannot replace human experience and acknowledge its limitations in research.

### **Appendix I - Transparency of AI Use**

If you have used an artificial intelligence tool to prepare [this assignment] it must be stated in the assignment or as requested by the instructor:

Name, version (if any), and provider of the IT tool used (eg Copilot, Microsoft)

- URL of the tool used (eg <https://copilot.microsoft.com>)
- Brief description of how the creative AI tool was used in the work.

In the reference list, you should include the name (and version, if available) of the tool and the date the tool was accessed (e.g. Copilot, Microsoft, accessed 13 March 2026). For in-text citation, cite the tool name and the year of access (e.g. Copilot, 2024).

- ***Declaration of Use of Artificial Intelligence:*** Include references to any AI tool you used in your work bibliography. Complete this statement for each IT tool you have used in your work
- ***Recognition of use of Artificial Intelligence (AI) tools:*** I acknowledge the use of [insert name(s) of AI tools used and URL
- ***Brief description of using the AI tool***
- ***Motivation statement (prompt) in the AI tool:*** [enter your motivational statements here]

## Appendix II - Guidelines for the Use of Artificial Intelligence in Teaching

Criteria	Notes
<b>Using Artificial Intelligence for Teaching</b>	Educators can use AI tools to improve teaching methods and deliver personalized learning experiences.
<b>Use of Artificial Intelligence in presentations</b>	Artificial Intelligence can help create interesting presentations, but instructors should ensure the accuracy and relevance of the content.
<b>Analysis of student progress</b>	Artificial Intelligence tools can be used to analyze student performance data, but they must comply with data protection regulations.
<b>Data Security with Artificial Intelligence Tools</b>	Faculty must ensure that data shared with AI tools is anonymized and complies with the academic institution's data protection policies.
<b>Creation of Learning Material</b>	Instructors may use AI to create supplemental materials, but must review all results for quality and alignment with course objectives.
<b>Improving Student Participation</b>	Artificial Intelligence can be used to create interactive learning experiences, but ethical parameters must be considered.
<b>Professional development workshops</b>	Regular workshops focusing on ethical use, detection methods, and integration strategies for effective use of AI tools are helpful.
<b>Peer Review Systems</b>	Implement peer review processes where teaching team members can share ideas and best practices about using AI in their courses.
<b>Interactive and active asynchronous learning and student engagement</b>	Create engaging asynchronous e-learning activities such as chatbots, discussions, quizzes and document summaries with the help of AI tools, which can be used to provide timely and personalized feedback with automated, detailed feedback and suggestions for improvements and further study.

## Annex III - Guidelines during evaluation

Criteria	Notes
<b>Check for bias in submissions</b>	Evaluators should use Artificial Intelligence tools to detect potential bias in student submissions and give a proportionate and fair score.
<b>Detection of Content Generated by Artificial Intelligence</b>	Reviewers may use AI detection software to identify work that may contain significant AI-generated content.
<b>Providing Feedback on the Use of Artificial Intelligence</b>	Evaluators should provide constructive feedback on the Correct, Use of AI tools in student submissions.
<b>Ensuring Academic Integrity</b>	Assessors must ensure academic integrity by reporting any suspected misuse of AI tools in assignments.
<b>Bias Detection Training</b>	Regular training sessions should be organized for assessors to recognize bias in student work and use AI effectively.
<b>Using AI to Create Exam Questions</b>	Teaching team members can use AI tools to create different kinds of questions, but they should review them for clarity and relevance.
<b>Rating Difficulty Levels</b>	AI can help assess the difficulty of questions, thus ensuring a balanced approach to assessment.
<b>Ensuring Security of Exam Content</b>	All test material generated or analyzed by AI must be stored securely, and only authorized personnel have access to it.
<b>Question Quality Monitoring</b>	Teaching team members should regularly assess the quality of questions generated by AI tools in order to maintain academic standards.
<b>Feedback Mechanism for Exam Questions</b>	Implement a feedback mechanism where students can comment on the clarity and fairness of exam questions created using AI tools.

